

THE SCHOOL JOURNAL

THE SCHOOL JOURNAL.

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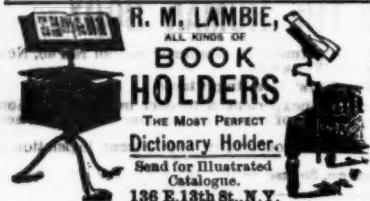
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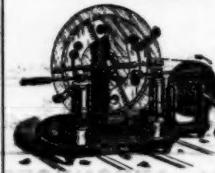
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THE CORAL TREE.

Out of the gardens of the deep,
Out of the orchards of the sea—
Farther than ever storm-keels sweep—
Blossomed the coral tree.

It spread its pomp of foliage wide,
It climbed a league of twilight dim,
Its roots where foul sea-monsters glide,
Its top where great ships swim.

The sunsets shot their level fire
Across the summit of its boughs,
And from its clusters red and dire
Huge navies turned their prows.

Among its twigs green islands grew,
Where flowers enchain the feet of spring,
And sea weed loiters, and the mew
Folds her adventurous wing.

But they that wrought the coral leaf,
And set its everlasting bloom,
Beneath the island and the reef
Died in the stilly gloom.

Life was for them a stinted dole—
A little time, a little room,
A trackless way, a viewless goal,
The garnishing a tomb.

Thus, human toilers toward the light,
Ye change your living flesh to stone,
And perish in a silent night.
Unhonored and unknown.

Yet evermore, as well as they,
The generations of the sea,
Ye build, 'mid tempest and decay.
Your monumental tree.

—Richard E. Day.

OUR schools have been severely criticised because they have often neglected a preparation for the necessities of life. A gentleman residing near this city asked his daughter, a few weeks since, to write a short business letter for him. The result was not particularly encouraging. Words were misspelled, grammatical errors were flagrant, punctuation was ignored, arrangement was at sixes and sevens, and the whole production was more worthy a child of six than a young lady who was nearly "through" school. The report says that, in rage and indignation, the parent asked his daughter what she did in school. "Oh, we didn't bother with anything like that; we study the higher branches." "Well, begin over again," said the man, "and fly low. I'm giving you an education in hopes that you will be able to write my letters and assist me in other ways, and you haven't the first requisite. It's downright discouraging." The man was right. It is downright discouraging to know that so much precious time was wasted in teaching what will never be used, and so much omitted that will surely be wanted when real life, with all its pressing responsibilities, is reached. The reason we write so much on this topic is because we feel its importance so deeply.

THE question of the descent of man is certainly important, for it is true that "blood tells;" but teachers soon learn that too much can be made of it. The rich child is frequently outstripped by his poor seat mate. It is not at all safe to conclude that because a child's forefathers were successful, he will also be successful; or, because he traces his ancestry to a very humble origin, his sphere in life will be humble. The grandmother of the elder Dumas was a negro slave, and his father a mulatto; but although he said little or nothing concerning the fact, he was not ashamed of it. At one time some fellow asked him if his father was a mulatto, as he had heard, and he replied "Yes." "And your father's mother?" continued Impertinence. "A full-blooded negress," was the reply. "And her ancestor?" followed the persistent inquirer. "A monkey," thundered forth Dumas, "and I furthermore inform you that my ancestors began where yours ended!"

IT is an acknowledged principle that knowledge is not power unless applied; in fact, learning and knowledge may become burdensome weights, textbooks may be memorized with no profit, and the possession of facts may become a hindrance to success. Unless the possessor of knowledge can apply it in some way to the work of life, it would have been better for him not to have had it. The minds of children may be crammed full of all sorts of material, but all this load will be a positive hindrance to success until it is in some way applied. We want knowledge that can be used to-day. The needs of the world are urgent—never more so. Our schools must waste no time in making pupils learn what they will, in all probability, never use. Cut down arithmetics, grammars, histories, by this standard. Let the most rigid severity be used. The idea that our public schools must give general culture is exploded, and that other idea that the mind must be filled with knowledge against a possible time of need, that probably will never come, is exploded

also. We have often asked, "What will be the fate of a girl upon the streets of a great city like ours, knowing Latin but not sewing; able to tell a hundred dates in history, but ignorant of bread-making; able to demonstrate the binomial theorem, but not able to keep a set of books; competent to find the value of x in a quadratic equation, but not knowing the value of money; accurate in drawing a diagram of Africa, but utterly unable to draw a working diagram of her own dress?" Knowledge that doesn't touch the work of life is well-nigh useless, for the work of life is just now urgent, and men and women are in great demand who can do it. Our schools are slow to recognize this fact.

THE social position of the teacher, his wages, as well as the mechanical routine he has pursued, have been serious drawbacks. The public has suffered as well as the children and the teachers. If teaching is a routine, as most teachers are willing to admit, then it is no profession. If it is not a profession, then any one who looks for occupation may get a certificate and proceed to practice the routinism that is called teaching.

But there have always been some who took the view that teaching is a work that demands careful preparation—that demands the concentration of all the powers—that requires study of man in a large sense. The great reformers, as Mr. Quick well says, demanded that man, his powers, his motives, and his aspirations, should be thoroughly investigated. The great teachers have not been boys and girls who, while waiting for something to turn up, enter upon the sacred work of guiding young minds.

There is but one road open for teachers; improving their fitness to do the work they are doing. Of course this seems severe to those who are hard worked and poorly paid, but it is the only way. If a few teachers in each town will undertake this, a great movement will soon be inaugurated.

Such a movement has been inaugurated, it is most gratifying to say. It needs but to be continued and wisely directed. The gathering of teachers in summer schools, the reading circles, the circulation of journals and books on education, all show a strong current has set in.

Yet there are thousands who are threshing out the old straw yet! They sneer or laugh at the enthusiasm of those who read an educational journal. There are even men in charge of large interests as principals or superintendents who discourage all reading of books and journals by teachers; they counsel the good old way. "Make them learn their lesson and hear them recite." These are the two great commandments to them. The time will come when they will be weighed in the balances and found wanting.

But a word to a teacher who says, "All this study will get me no more salary." We will not point out that the object of teaching is to benefit the pupil; we will merely point out that the better the style of teaching, the happier will be the teacher and pupil, and surely happiness is worth aiming at.

An incident will make this plain. A teacher, by hard struggles, became the principal of a primary school, and thus supported a mother and a disabled sister. Yet she gave up this position and sought one less remunerative because her work, as she declared, was "a tiresome routine." She had every motive to remain a teacher, and yet she would not. In after years she remarked: "If I could have taught as they do in the Kindergarten I would have staid." But she knew no way but the routine way. How many there are to-day groaning under the heavy burden that routinism imposes on them! Glad when school is out, and sorry when it begins! Rejoicing over holidays, mourning over work days!

UNANSWERED QUESTIONS.

The following questions from the recent report of State Supt. Draper, of this state, are pertinent and interesting:

"Is our education as practical as it might be? Do we reach all the children we ought? In our ardor over the high schools, which nine-tenths of our children never reach, have we not neglected the low schools? Is there not too much French, and German, and Latin, and Greek, and too little spelling, and writing and mental arithmetic, and English grammar being taught? Have we been as ambitious of progress in the lower grades as in the advanced? Are not our courses of study too complex? Are we not undertaking to do more than we are doing well? Is not the examination business being overdone? Are we not cramming with facts, which will soon be forgotten, in order to pass examinations, rather than instilling principles which will endure? Is not our education running on the line of intellectuality alone? Are we educating the *whole man*? Are we not giving up moral training more than we ought, because of the danger of trenching upon sectarianism? Is there no way of adhering to the one and avoiding the other? Are we doing what we might in the way of physical culture? Ought not the state to do something at least to encourage industrial schools? Would we not secure better schools in the country if the township was the unit of government rather than the present school district? Does not the present arrangement help the well-to-do and leave the poor to get along as best they may? Should not the law which fixes five and twenty-one years as the limits of school age be changed to six and sixteen years? Is it not time to forbid the diversion of library moneys from their legitimate uses, or to provide that they may be expended for school apparatus instead of teachers' wages? Is our system of apportioning public moneys the wisest and the best? Is there no way of specially aiding the small, remote and poor districts? Do our different classes of educational work supplement each other and fit together so as to make a symmetrical and complete system, and do they coöperate as they might and ought?"

THERE are thousands of children who don't know from what bread is made, and where beans grow. They possibly could tell that bananas do not come from Alaska, and that Florida is not celebrated for its production of ice, but they could not drive a nail or saw a board in two without destroying several pounds of nail-iron, and ruining a dozen saws. The remedy for half, if not two-thirds of the ills of this world is *work*, good, honest, hard *WORK*. Adam went to work, as soon as he came to his senses, as a gardener, and doubtless he was a good one too, and all honest Adams ever since have gone to work at something, somewhere, determined to earn an honest living.

IT is not often that teachers amuse and degrade their pupils by the recital of murder stories, but it is a sad comment on humanity that once in a while such persons are found. A few weeks since the following incident was told by a daily in a neighboring city :

"A little girl of less than a dozen years came home from school intensely excited about a murder. A little inquiry elicited the fact that her teacher, a young woman, had given her class a talk beginning with physiology and the effects of tobacco and alcohol, and gradually working around to the recital of a recent murder that had taken place in the vicinity. She had not only talked of it herself with foolish interest, but had required the little girls, one after the other, to stand and tell all they knew of the horrible details of the tragedy."

It is cheering to know that most teachers have more humanity and common sense.

COOPERATIVE school government is becoming more and more popular in colleges, and there is no reason why it should not be adopted in many lower schools. The plan is to organize "student conferences," for the purpose of promoting harmony and unity of purpose between teachers and students. A student who becomes a member of a school legislature should be possessed of a good character and possess the confidence of both faculty and his associates. It is safe to say that when a sufficient degree of intelligence is possessed by pupils, cooperative school government, judiciously arranged, will prove eminently successful. It certainly is democratic.

THE great university which Senator Stanford is establishing in California will be as complete in every way as it is possible to make such a school. Cottages will be used for students' quarters instead of large dormitory buildings.

MUCH of the space of this issue is occupied with a valuable catalogue of books especially useful to scholars and teachers. It is hoped to complete it in our next number. Those who are trying to find the best literature for both the old and young will not fail to preserve the numbers in which this catalogue appears. It must not be considered as dry reading. It certainly is not to those who wish to know what the best books are, and how much they cost. Neither must it be considered that these pages have cost no time and study, on the contrary it has taken many months to select the matter so as to give them to our readers. It is our opinion that no columns in the JOURNAL were ever so profitably filled as those occupied with the names and prices of worthy books.

THE paper of Supt. Marble of Worcester, Mass., on "Presumption of Brains," recently read before the Massachusetts state teachers' association has been published, but as we can find no "copyright" on the pamphlet we have about concluded to give it to our readers entire. It is a first class argument against education by doing, by a first class advocate.

A VALUABLE course of lectures is in progress before the industrial education association of this city. Two lectures have already been delivered, one by President Gilman of Johns Hopkins University, the other by Supt. Dutton of New Haven. The third will be by Supt. T. M. Balliet, of Reading, Penn., on "The nature and development of sense perception." The date is Feb. 4, 4 p. m.

WHEN a young woman has no better occupation than holding poodle-dogs, she needs a thorough drill in some good, rural graded school under a grim old-fashioned teacher who is not hindered by his conscience or the aw from vigorously using the good old birch.

Professor Edward Livingston Youmans, the writer and lecturer on scientific topics, died at his home in New York City, January 18. In early life he studied medicine, and received a medical degree from the University of Vermont at Burlington. He never practiced as a physician, however, but achieved his fame as a writer on scientific subjects. He was a strong advocate of the theory of evolution, and did more than any other American to bring the writings and teachings of Darwin and Spencer into popular favor. *The Popular Science Monthly*, established by him in 1872, was also a powerful agent in spreading evolutionary views. He acquired his title of professor by accepting the chair of chemistry at Antioch College. Among his valuable contributions to science are the works: "Class Book of Chemistry," "Alcohol and the Constitution of Man," "The Chemical Atlas," "The Handbook of Household Science," "The Correlation and Consecration of Forces," and "The Culture Demanded by Modern Life." His sister, Miss Ann Elizabeth Youmans, known also as a writer, has been a valuable assistant to him in all his studies and works.

OUR esteemed friend, Dr. Wm. A. Mowry, of Boston, editor and publisher of *Education* has commenced a new monthly called *Common School Education*. We predict, without hazard, that this new monthly will be conducted in a spirit in harmony with the best educational thought of New England. It will not attempt to pull others down while building itself up. Its tone will be gentlemanly, and consequently Christian; for a true gentleman is also a true Christian. We commend this new venture, not only from what we see in its first issues but from what we know its editor will make it. We are glad we are to add to our exchanges the second common school monthly published in Boston. The *American Teacher* and the *Common School Education* will both do honor to the literary centre of New England learning.

ARBOR day will be observed in Florida at the request of the governor.

INDUSTRIAL education is spreading all over our country. Dr. I. S. Hopkins, president of Emory College, Georgia, is planning reorganization of that institution in the direction of greatly enlarging the technological department. That college is the pioneer industrial school of the state.

A CELEBRATED teacher summed up his suggestions into this practical formula, "Strive to render yourself *useless* to your pupils." It was so published; but those

who read it thought it meant, "Strive to render yourself *useful* to your pupils." The best parents, day by day, are doing what will fit their children to live without them. The best teacher is day by day, severing the links that bind the child to the school-room.

In a school, celebrated years ago, the boys would swarm around the principal's chair. "Mr. S—, what is this (Latin) word from?" "Mr. S— what is this word from?" and so on. He was an indispensable man to those boys you see. He retired; a young man with better ideas came in. To the swarm of boys around his chair, he replied, "Look in your dictionaries."

"We have."
"Look again."

The boys soon became self-reliant, and praised the coming of the new master. Yes, teach a boy to do for himself; that, by the way is about all you can teach him.

THE contemptuous expression "peddling of textbooks and school-journals" is sometimes used by those who would cast reproach upon the time-honored custom of arranging for educational exhibits at our state and national meetings. Is it a worse crime to exhibit and explain a book at an educational gathering than to show the use of a plow at an agricultural fair? What is there in text-books and school-journals that should relegate them to the outer regions. It is true that many school-books and school-papers are not what they ought to be, but they are not to be classed among prohibited publications. It would seem, from the action of certain officers in state associations, that among all the things they do not want to encourage, the very special and particular thing most obnoxious of all is the school text-book and the educational journal. We are satisfied that the rank and file of the profession would encourage an exhibit of all that pertains to school-work at every large teachers' meeting.

CONCERNING the value of certain features of our paper we are not in doubt, but concerning the estimation in which reproduction exercises are held, we can not determine. The question as to the extent they are used we have frequently asked, but received few replies. In our opinion they have great value when properly used, and our reasons for this opinion we have frequently stated. It would be helpful to us if our teacher readers would write us on this subject.

IT is the general opinion in Canada that Scripture lessons must be systematically given in the schools. The Minister of Education states that under his system ninety-eight per cent. as against forty-eight per cent. under the former system of the public schools, now have daily exercises in Scripture reading.

THE elective system, according to Professor Palmer of Cambridge, "demands a fixed quantity and quality of study with variable topic."

WE occupy two pages this week with brief extracts from the reports of the school commissioners of New York. The same space will be filled next week. Teachers throughout the country will be glad to know what New York county superintendents think. The condition of education is determined from the reports of those who are daily conversant with working teachers. They know what we have and what we need.

THE copy of a report of the recent meeting of the New York State Association of School Commissioners and City Superintendents, at Syracuse, will be furnished our columns by its secretary, Com. Jas. A. Foshay. It will be published in full. It is for this reason we do not attempt to give any account of what was said and done except what is found under "Editorial Correspondence."

PRINTED accounts of educational discussions and conclusions are next to good educational papers. The most valuable contributions to our educational literature, we have. We were more than ever convinced of this fact by reading the second annual report of the educational council of Onondaga, New York. It is an excellently printed pamphlet of 88 large pages, good paper, and clear, large type, but best of all the papers are of sterling value. Such topics as "Utility of Teachers' Institutes," "Advanced Regents' Examination," "Glimpses of the Geology of Onondaga County," "Incentives to Study," and others, are discussed in a manner that would do honor to any

association of teachers in our country. Such work as this tells for good. We can feel its uplifting power, in fact, we believe that small meetings of working, thinking, and experienced teachers do more good than more pretentious associations. It is worthy of note that this report is better printed, on better paper, and in every way presents a better appearance than any report of the New York State Teachers' Association, or the Proceeding of the Commissioners and Superintendents we have seen for several years. A noticeable feature of this publication is that it contains no advertisements. We commend this fact to the officers of the above-named organizations.

The well-known firm of IVISON, BLAKEMAN, TAYLOR, AND CO., will be hereafter known as IVISON, BLAKEMAN, AND CO., Mr. Taylor retiring. This firm has commanded a large share of the trade and confidence of the textbook trade of this country for many years past. Its history is a sufficient guarantee of its future success. Ever since Mr. Ivison commenced business in central New York until the present, thousands of schools have received great benefit from his labors. Among the large list of books this firm publishes are many of great and acknowledged excellence. We are safe in saying that IVISON, BLAKEMAN, AND COMPANY, under several trade names, have done as much as any other house to make American text-books universally acknowledged as superior to any published in the entire world.

It has been suggested that the evil coming from filling the three or four thousand school vacancies occurring each year in this state, with incompetent persons could be in some degree mitigated by "holding in reserve a certain number of persons of normal-school training who could at once be appointed to such vacancies as they might occur." The suggestion is Utopian. Where are these normal-graduates to come from? The ten state normal schools of New York turn out annually only a few hundred graduates. Fifty normal schools, according to the present system, could not supply the demand. At present each of our normal schools receives at least \$18,000, often more. Fifty times \$18,000 is \$900,000. Our tax-payers are not ready to add nearly a million dollars to the present amount raised for school purposes. Then, there would be the increased pay demanded by those normal graduates. They would have too much self-respect to accept four or five dollars a week and an engagement of less than six months.

The larger number of vacancies occur in the country schools. Positions in villages and cities are much more permanent. The problem of how to make teachers of the district schools permanent and decently paid has not been solved, and the man who can suggest a practicable way to accomplish such a result will be the benefactor of his race. It is safe to say that this distinguished individual has not yet appeared.

EDITORIAL CORRESPONDENCE.

The recent meeting of the New York State Commissioners and Superintendents at Syracuse was the most notable one ever held in its history. The interest centering in a few important questions just now before our educational public, was sufficient to bring together a larger gathering than ever before convened. Not only in attendance was the meeting notable, but in respect to the work accomplished. It is well known that the Empire State has had for many years a "double-headed" system of public instruction—the Board of Regents and the State Department of Public Instruction—and while much effective work has been done by both these departments, it has frequently occasioned friction and much useless expenditure of money and brains.

UNIFICATION.

"Unification" has been the desire of New Yorkers for years; but this desire has been one thing, but actual union altogether another. Just now the object seems to be in a fair way of being accomplished. For the first time since this unfortunate plan has been inaugurated, there seems to be a somewhat unanimity of sentiment as to how it can be systematized into a single whole. It was very fortunate that Dr. E. A. Sheldon, the well-known Oswego principal, should have lived long enough to have given time and thought to the accomplishment of this important work. For several years he has been obliged to forego the privilege of attending the educational gatherings of the state; but his health has recently much improved, and the paper he read on "The Unification of the educational work of the

state" indicated no want of either physical or intellectual vigor. Every word carried conviction, and when he finished, no voice of dissent was heard. It would have been in a useless minority if it had dared to talk. It is not proposed to abolish the present departments, but to combine them so as to have one head. It is possible that the number in the present "Board of Regents" may be diminished, made a state board of education, and given the power to elect all state officers, and manage all educational business. The number of officers would not be essentially lessened, but their work would be guided by one responsible head, and unity of action secured. If this result shall be reached, the great blemish in our school system will be removed.

A joint committee, composed of academic and normal school principals and city superintendents, with a representation from the colleges, met during the sessions of the association in Syracuse, to consider the details of the unification scheme. It was understood that they unanimously agreed to urge upon the legislature now in session to perfect the consolidation. Nothing seems now to be in the way, yet as "there's many a slip 'twixt the cup and the lip," the whole thing may fail of action.

THE LICENSING OF TEACHERS.

A still more important subject was under discussion, viz., the licensing of teachers. It was discussed in papers by Com. John W. Littel, Principal C. E. Surdam, and State Superintendent Draper. The address of Mr. Draper was a masterpiece of tact and argument. He urged with all his power the right of the state to say what each teacher must know in order to teach within its bounds. At present each commissioner can establish what ever grade of qualification he pleases. More than ninety per cent of the 32,000 teachers in the state are licensed by local officers. He urged that any system that allows a teacher to get a license in one county when it has been refused in another is evidently a defective system. He said that his plan of operation is simply to get the legislature to pass a general bill to stop issuing licenses in the present way; to permit existing licenses to run out as they will; to confer upon the state department the power to set up and put into operation a plan that can be best worked in the state. The examinations of teachers will be held simultaneously in different parts of the state, and printed questions sent under seal from the general office. The commissioner or superintendent shall be authorized to hold any oral or written examinations outside of this if he so deems advisable, and he shall also be authorized to reject any candidate whom he sees fit, not forwarding his papers to the department. Five grades of certificates shall be recognized, the first for one year, the second for three years, the third for five years, the regular state diploma and the normal school diplomas. A provision in the law will allow short term licenses. The whole subject was thoroughly discussed and unanimously approved. The position of the commissioners on this subject was somewhat different from that which they took last year. But this was not so much from a change of conviction as to the necessity of a reform as from the way the subject was presented. Last year there seemed to be a conviction that there was a desire to take power from their hands, this year there seemed to be no such desire. The plan seemed to leave to them all the power they have, and yet give the state department the power it rightfully deserves. Superintendent Draper has shown himself a master of tactics and the possessor of a large amount of educational wisdom. He knows how to manage men, and yet make them his friends. No one could be more outspoken. There isn't a particle of time-serving nonsense about him. He has convictions and isn't afraid to express them, and yet in so doing he convinces those who hear him of the justness of his side.

THE INSTITUTES.

Mr. Draper said that there have been outspoken objections against them, especially in the higher grades. Open rebellion has been met because some of the advanced teachers have been obliged to attend the institute. The bottom facts are that the institute sessions have been made a picnic time. Mr. Draper proposes that this gathering shall be made a teacher's school; that the teachers shall be compelled to attend regularly and promptly; that instruction during the day shall be methodical and instructive. This saying is frequently heard: "We don't propose to put up our unpaid work against the paid conductors." This complaint he fervently denounced.

It is possible but briefly to indicate the other noticeable features of this important meeting.

The address of the president, Com. Jared Sandford, was both forcible and wise. Although we cannot agree with all he said, we do certainly agree with the unanimous sentiment of the association, that he made an admirable presiding officer. At times it needed great parliamentary wisdom to govern the meeting, but he was equal to every emergency, and all were satisfied. The important thoughts of his address will appear in our columns.

The paper of Supt. Chas. E. White on Discretionary Supervision, was a strong one, and the association showed its appreciation of him by unanimously electing him its next presiding officer.

The paper of George B. Weaver, of the department of public instruction, on School Moneys, was full of valuable thought. Mr. Weaver is said to be the best informed man in this state on this subject.

The paper by Prof. James M. Milne, Ph.D., on Hygienic requirements of school buildings, was full of the best scientific thought on this important subject. It would make a valuable pamphlet for universal distribution. There wasn't a word of nonsense in it.

Chancellor Sims's address on the relations of public education to morals and religion, was a convincing argument of the necessity of teaching religion and morals in all our public schools.

We have said enough to show that aside from the discussion of "unification" and the licensing of teachers, this meeting had unusual educational value. Had these topics been omitted it would have been a success, as it was it was much more. The collation given by the members of the local committee was a generous expression of good will that was much appreciated and greatly enjoyed, not only because it was electrically lighted by the wit and wisdom of Principal Cook, of Potsdam, as toast-master, but because such famous after dinner talkers as Dr. Hoose, Professor Sanford, C. W. Bardeen, Superintendent Foster, Commissioner Lusk, and "Father" Ross of Seneca enlivened the occasion.

President Sheldon of the National Association was present and cordially invited the association to attend the Chicago meeting next summer. The association appointed a committee to represent them on that occasion.

J. A.

COL. PARKER AT SYRACUSE.

Several years ago the commissioners, superintendents, and principals of Onondaga Co. organized an educational council, holding meetings in Syracuse on the first Saturday of each school month.

At the last meeting, Dr. Hoose of Cortland, by invitation, gave an address on the philosophy of education, which was listened to with the closest attention.

Last Friday night, Col. F. W. Parker lectured before the council to a full house on, "Common schools, as they were, are, and should be." He said:

"A well-written history of the development of the common school system in the United States would make one of the most profitable of books. It is only for twenty-two years that New York has had a free school system. Every step of progress has been a battle. There are three epochs in its history. The first epoch is the initial, crude, inceptive period; the second, the graded school epoch; the third, the scientific epoch, when the study of the science of education is earnestly begun. The common school is an inspiration from God. No other country has the free common school. The system in this country started with the principle of the Golden Rule, 'Each for all and all for each,' but it had no plan. It is a long road from its principle to its application. To begin we had to take what England could give us, the dame school, the hedgehog school, and the Latin school. We had a people never excelled on the face of the earth. They believed from birth that they must have education. Arithmetic was the great study, and the puzzles in the back part of the text book were most enjoyed. Grammar was an innovation, opposed by many. There was not enough geography known to make the teaching of that valuable. The natural sciences have been born in this century. Just a century ago there was a tremendous revolution in text books at the introduction of Webster's spelling book. The desks were long benches with boys on one side, girls on the other and a whipping post in the middle. Ventilation was perfect; air came in from all quarters. Wielding the ferule was the punishment for every infraction of rules. In 1837, reports showed that the common schools were not doing their work. There were attempts at reform. Then came Horace Mann, who suffered and starved for the common schools, and has done more for the republic than any of its citizens except Washington and Lincoln. He was the starting point of the second period."

"The evolution of the desk progressed from a long one facing the windows to one in the middle, to a desk for six, for two and finally for one. All were straight-backed. Rocking chairs and comforts were reserved for the old. Heating progressed from the old fireplace down to the methods of to-day by hot water and steam. All the improvements are genuine and lasting, and were bought by most earnest struggle. The great question of teachers arose. Many say that teachers must be born, like artists and poets. I believe everybody must be born; but it makes every difference what is done with you after you are born."

The development of normal schools was traced, referring to the founding of the normal school at Bridgewater, Mass. In tracing the organization of the Albany normal school, the speaker paid an eloquent tribute to the great services of David P. Page, its first principal.

"The original opposition to normal schools came from academics.

"The development of school-rooms has proceeded from large rooms seating hundreds, a relic of the monitorial system to the ideal room for only pupils enough for one teacher, which number ought not to exceed thirty. The grading system necessitates uniformity, making all pupils do the same work in the same time. This robs the school of its life. They do a power of good for one-third of the children who inherit the capacity to learn. The old schools did Webster and Clay good. But who can count the lost who might have been raised if there were proper teachers? The time will come when a teacher will stay with her pupils two or three years.

"The present system of working for the superintendent's examination and percentages was condemned in strong terms. It is a system of paying the children for getting their work instead of punishing them for not getting it. Between the old fashioned strap and ferule and the new fangled taffy and pay, give me the first. One injures the body, the other injures the soul. No one can be a teacher unless he studies. If the teacher does the same thing next year as this, it would be better to let the children run in the woods and study nature. If you don't grow you must go down. This is one of the evils of the graded system. There is little inducement in it for a teacher to study. They are simply to go over just so many pages in a set manner and be ready with the percentages. The system calls for the lowest order of work, largely to remember works which he was thankful one could forget. Often, however, the teacher is better than the method. We ought no more to hear, "Here's your page, there's your per cent., and there's your promotion." As long as a teacher works for examination percents, there is no need of works on pedagogics.

"Corporal punishment is a substitute for the teacher's weakness. When a teacher must use the rod continually, and another teacher takes the same school and has good discipline without it, were the boys bad or was the teacher bad? Teachers must study. An indication in the right direction is that more books on education are in a single Syracuse book-store to-night than were in all the United States fifty years ago. Another right indication is the reading circle, and a third the kindergarten system, the greatest educational movement ever started. The normal schools are doing infinite good in the science of education. The training of teachers is the work of all works. A real professional training school is needed.

"To remedy many of the ills of the school-room, study the individual child.

"Into educational work the social factor is to come. What man learns from man is above all method and means. A child cannot be educated at home. He must come into contact with all classes. The common school is the only place where an American citizen can be educated. Keep your boy from the common school and he becomes selfish or ignorant. Girls cannot be educated in girls' schools. The sexes must educate each other. God made us to love each other; love all and one in particular. I heard of some foreign country, I don't know where it was, where a law was passed making a woman on marrying leave off teaching. If ever there was a law that pointed right straight to ignorance, that is it. I would have every woman in my schools married.* [Applause.] Woman helps man and man woman. There is a coarse streak in German men, with all their education, that nothing but co-education will eradicate. If education was simply an educational cram-shop where so much is to be learned it might do to separate the sexes. The only place for private schools is where boys and girls cannot be trusted in the other schools.

"Private or sectarian schools are beneficial only as they point to something better in public schools. If sufficient money is put into the hands of the best teachers, we can control for good the next generation.

"School boards can not make a school. They should find the best man or woman possible and put that person in charge and let him alone. Hold the superintendent responsible for results, but give him freedom.

"The present plan of dictation in the affairs of school boards would ruin any business on earth.

"You should elect the best men on earth for school trustees or commissioners. The school commissioner who uses his office for the purpose of serving himself or his friends, sells the souls of children for money. Incompetency in the school boards is the most terrible thing we have to face."

This was Col. Parker's first appearance before the Onondaga Co. teachers and his earnest and truthful words met with hearty approval.

*The Syracuse School Board have recently adopted a rule that they would accept the resignation of any lady teacher who married, the Colonel knew nothing of this action, but the repeated applause of the audience plainly showed their appreciation of the foolish action of the board.

EXAMINATIONS A BARRIER.

Immediate results do not measure a true teacher's work, and yet examinations are based upon immediate results. To illustrate with two classes that are progressing, under the writer's observation, the one toward perfect humanity, the other toward examination day. We will call them respectively class A and class B.

Class A has proceeded leisurely through a part of the reading book, gathering much general information by the way, gaining half unconsciously many a moral lesson, reading bright dialogues from the board, reading each new lesson only once, but approaching it with such

thorough preparation that the first reading was well-nigh perfect. Class B has taken each lesson in turn, tumbled into it, floundered about in it, struggled with its crowding difficulties and read and re-read until the sentences are better memorized than "Now I lay me." Little or no supplementary reading has been done, but they have finished the reader.

Class A has acquired so much general intelligence, so much readiness in discussing a new subject and so much power in phonics that, with a little hurrying, they could soon finish the reader quite intelligently. They read in their own natural tones, know no lesson by heart and, should a sentence contain a surprise for them, they might perchance stumble if required to read it aloud without a preparatory glance through it. Class B is well-trained in imitation, the pupils read with "perfect expression," copied from the teacher's voice, and it is impossible to "catch" them with any sentence between the covers of the reader.

The examiner steps in, discovers considerable "natural brightness" in class A, thinks that, with energetic teaching, these clever children might have completed the reader, and marks the teacher *Fair*. Then he examines Class B, expresses delight and marks the teacher *Excellent*.

The teacher of Class A has "carefully prepared every lesson," criticised her own work from day to day, tried to keep it true to the philosophy of teaching, looked far ahead into the children's future lives. The teacher of class B has taken an easier plan, drilled for examination, spent her evenings in social gayety and laughed at the earnest exhortations of humanitarian teachers.

Does it take a philosopher to discern the difference in value these two teachers possess?

THREE WAYS OF SECURING ATTENTION.

BY MARY W. RODE, ASST. PRIN., HIGH SCHOOL, PATERSON, N. J.

HOW CAN I TREAT INATTENTION?

We cannot develop mind in a certain direction unless the activities of mind take the same direction, any more than you can compel a man to walk toward the east at the same time that I continue to walk toward the west.

There are those who try to secure attention by threats and bribes, others by systems of rewards and punishments; but they are not successful.

Let us consider the nature of attention. Sir William Hamilton says that there may be three degrees of attention: "The first, a mere vital and irresistible act; the second, an act determined by desire, which though involuntarily may be resisted by the will; the third, an act determined by deliberate volition;" while Reid holds that "Attention is a voluntary act;" and Francis Wayland defines it as "Consciousness accompanied by an act of the will."

In children the power of attention is very weak. It strengthens with the growth of the child—and matures with his maturity. To us teachers is committed the cultivation of this power. We must train the children in habits of attention. The following are some of the ways in which it may be done:

BY MAKING STUDIES ATTRACTIVE.—If we observe the habits of children we find that they give close attention to the things which interest or please them. From this we should learn to make every object of study interesting to the child. We should study his emotions and impulses, that we may be able to decide what things are calculated to excite the activities of his mind. We should embellish the subjects in hand so that all drudgery may be lost in a maze of attractive surroundings. We see an illustration of this work in the many new devices for attracting the child's thoughts, such as, the use of objects and pictures in reading and language work, beautifully illustrated text-books, ornaments for the school-buildings and class-rooms. All of which make school work pleasant. The mind is awakened through the medium of the senses, and ready for healthy action.

BY AN ALERT AND ENTHUSIASTIC MANNER.—In the study of child-nature we also discover that children are naturally very apt at imitation. Even before the infant has learned to talk he will try to imitate your voice. Later in life, the boy carries his father's cane around the house, "because he has seen papa do it," and in hundreds of ways this "instinct of imitation" may be seen. May we not make use of this trait in guiding these minds.

As you teach, show your pupils that you are in earnest and are interested, both in them and in the subject which you present to them. Be alive! Be enthusiastic!

tic! And the child will catch the inspiration and readily follow whither you may lead.

BY SECURING BODILY COMFORT.—The power of attention is influenced by the condition of the body. Instances of bodily disease producing mental weakness are so common, that no one doubts the influence of the one upon the other; but with a healthy body the mental force is influenced most materially by physical comfort or discomfort. Have you ever sat for a couple of hours in a crowded and poorly ventilated room, and tried to fix your attention upon the remarks of a capable lecturer, and have you noted the gradual changes by which your mind passed from a state of intense consciousness to one of sleepy indifference? Do you know anything of the depressing effects of remaining in one position—no matter how comfortable—for a longer period than is naturally restful or agreeable. If you have you will agree that bodily comfort greatly influences mental condition. Let us therefore make the bodily comfort of our pupils a matter of especial care. Let us attend closely to the ventilation of the school-room, and the exercise of muscles, and cleanliness of person, if we would have our pupils in a condition to be attentive.

THE EMANCIPATION OF THE PUBLIC SCHOOL.

BY SUPT. S. T. DUTTON, NEW HAVEN, CONN.

Institutions as well as men must break the shackles that bind them to the past, and keep shoulder to shoulder with the forces of civilization in their increasing onward march. Nearly all institutions of learning are working out the problem of emancipation.

The creed of the new education embodies the wisdom of the past and present. It repudiates the idea that the state has no right to teach whatever shall bring the greatest benefit to the child, and hence to the state itself. The condition of town and city life are such as to warrant an extension of the scheme of studies in the direction of the manual arts.

It is only necessary to set the school free and to liberate those forms of home power, now unused, that are latent in every child. Teachers of courage and conviction are enlisting in this good cause. The spirit of Froebel has entered many of the primary schools and brought in many useful games and occupations. A new consecration is manifested by many teachers, and a new atmosphere is felt in many school-rooms. Were the school facilities increased so that all children could be received at the age of three and a half or four years, some of the evils growing out of bad heredity, low companionship and neglect at home might be counteracted. The making and working of simple design, the construction of geometrical forms in clay and pasteboard as well as free hand drawing, furnish excellent training for the hand and eye, establish habits of taste and accuracy, and give needed relaxation from purely mental tasks.

Form study and elementary drawing should lead the way both to industrial drawing and mechanical construction, and also to original designing. That kind of imitation and imagination drawing that children so much delight in, should neither be overlooked nor repressed. Let every school be emancipated from the notion that it has any right to prevent self-education, or to crush out originality.

Successful experiments that show shop work is feasible as a part of school training. The details can only be worked out by experience.

In the New Haven shop, two hundred and forty boys are now receiving instruction two hours per week. These boys exhibit great interest and spontaneity. Here is seen the effect of that liberation of hand power that is so much needed to make education broad and harmonious.

It is not desired to teach trades but those elements that lie at the base of every useful life. The emancipation of the school will abolish the working system, and give full play to the highest motives. Industry expels evil, and ensures health of soul and body. True education must conform to the laws of God and nature, and seek only to aid the powers of the growing child to unfold naturally, freely, harmoniously.

NOTE.—Mr. Dutton showed specimens of hand work from the primary school, also of wood work from the shop with working drawings.

NOTE.—This is an abstract of a lecture delivered before the Industrial Education Association, New York City, Jan. 21, 1887.

EDUCATION involves physical, mental, moral, and religious training, while the efforts of the actual educator can scarcely extend beyond the training of the intellect.

—Page.

THE SCHOOL-ROOM.

The object of this department is to disseminate good methods by the suggestions of those who practice them. The devices here explained are not always original with the contributors, nor is it necessary they should be.

PRIMARY READING.—I.

BY ELMER E. PERKINS.

These lessons are taken from the school-room, and there is in them genuine class work.

The first lesson consisted in a talk about some of the objects which were used in the following lessons. The object of this lesson was to give them ability to express their thoughts. The second lesson began by the teacher placing hats, cut out of pasteboard, upon the table when this question was asked:

T—What have we here, Nellie?

C—Hats.

T—You may each take a hat. Tell me what you have.

The little hands were raised when Gertie was called upon to reply, who said:

"I have a hat."

T—You may all hold your hats up and tell me what you have.

Class—I have a hat.

T—Now I am going to make the chalk say that. Look so that you can tell me what the chalk says. What did the chalk say?

C—I have a hat.

Others were called upon to tell what the chalk said after which the class answered. The pupils were then requested to lay the hats down, and the teacher placed some boxes upon the table, at the same time requesting the pupils to take one. Then the teacher asked, "What have you?"

C—I have a box.

T—All look at your boxes and tell me what you have.

C—I have a box.

T—Now I will make what you said here? What does it say here?

C—I have a box.

Others were called upon to read the same, when they were asked to put the boxes on the table. They were then asked to take the hats and tell what they had. Different members of the class were called upon to tell where it said, "I have a hat," and where it said, "I have a box." But each pupil was asked to take an object corresponding to the sentence before he found the sentence and "said it," so that the object and thought were not separated.

A picture of a hat was drawn on the board and the sentence, "I have a hat," was underlined, and the children asked to make their pencils say, "I have a hat." They were also allowed to take a hat with them, and told to try and make a picture of the hat on their slates also. And each little hand tried.

SAND MOLDING.

BY MISS CARRIE A. BEATTIE, CAMBRIDGE, N. Y.

With the little ones it is best to begin with the school-yard, always having the table arranged according to the points of the compass.

After spreading the sand about three-quarters of an inch thick, cut away with a sharpened stick all outside of the yard; let a small block represent the building, and bits of crayon the trees.

Next the village may be laid out into streets, and the crayons may represent the prominent buildings. This will be made more real by taking the class out for a walk and having them notice the streets. All the definitions so hard to memorize may be made "real live geography" to the little minds, if we help them to make in the sand the different things described. From this, take up larger areas of surface, the town and county for instance. The following is a sample of the lesson given to a little class just beginning to use the textbook. They had studied a few days on the map of New York state. This was not necessary, only it helped the busy teacher.

After spreading the sand we began at the northeast corner. "Bertie, what lake east of New York?" "Lake Champlain." We pack down the sand for the lake. "Now what state lies right here on the east, Don?" "Vermont." We will cut away this sand then, and now what state next on the east, Fred?" "Massachusetts." "What one next, Grace?" "Connecticut." "Yes, did you notice that little square corner right

here, Maud? We must make that. What bay is here?" "New York Bay." "Now comes a straight line boundary to the northwest, then Delaware river, then another straight line west," and so we go on around the state noticing every thing of importance. This may be enough for one day. To-morrow some pupil can do that part himself, and we can put in the rivers with some worsted, and the cities with crayons. The central lakes and Erie canal may be marked and traced, and the mountain ranges put in. As we proceed we shall find that every pupil will remember nearly all that has been said. In no other way can the imagination be made so lively; and if pictures and map-drawing are aids, much more are the miniature states and countries made in the sand. We find it a great help in awakening an interest when used occasionally in grammar grades, where the ingenious teacher and pupils can elaborate the different countries with minerals and products.

REPRODUCTION STORIES.

THE TIGER AND THE PEASANT.

A tiger who was out for a walk came to the cabin of a peasant and knocked at the door.

"Who is there?" demanded the peasant.

"It is I, the tiger."

A gun was poked out of a window and the tiger received a mortal hurt. As he rolled on the ground in his dying agonies he gasped:

"Ungrateful man! I was intending simply to pay you a friendly call!"

"Ah, yes," sighed the peasant; "but the difficulty of distinguishing a good tiger from a bad one is so great, I make it a rule to fire upon all."

Moral—There are no honest alcoholic beverages.

A DOG'S SHARPNESS.

Among the members of a certain family was an old lady who was somewhat afraid of the dog belonging to the household. She was very fond of a particularly comfortable chair, but frequently found the dog in possession of her favorite seat. Being timid about driving him off, she would go to the window and call "Cats!" Of course the dog would rush to the window and bark, and the lady would secure her seat. One day the dog entered the room, and, finding the chair occupied, he ran to the window and barked furiously. The old lady went to see what caused the excitement, and instantly the dog darted into the chair which she vacated.

A DOG AND A MONKEY.

A brave, active, intelligent terrier, belonging to a lady friend, one day discovered a monkey belonging to an itinerant organ-grinder seated upon the bank within the grounds, and at once made a dash for him. The monkey, who was attired in jacket and hat, awaited the onset in such undisturbed tranquility that the dog halted within a few feet of him to reconnoitre. Both animals took a long, steady stare at each other, but the dog evidently was recovering from his surprise, and about to make a spring for the intruder. At this critical juncture the monkey, who had remained perfectly quiet hitherto, raised his paw and gracefully saluted by lifting his hat. The effect was magical: the dog's head and tail dropped, and he sneaked off and entered the house, refusing to leave it till he was satisfied that his polite but mysterious guest had departed.

A MONKEY'S TRICK

A cook once owned a monkey, a pert fellow who knew even so many tricks. One day the cook gave him two partridges to pluck, and, seating himself by the open window, he went to work. He had picked the feathers from one of the partridges, and placed in on the outer ledge of the window with a satisfied grunt, when a hawk suddenly pounced down from one of the trees near by, and bore off the plucked bird. Master monkey was angry, and shook his fist at the hawk, which perched on a limb not far off, and began to eat the bird with great relish. The monkey plucked the other partridge, laid it in the same place, and hid behind the window screen. The hawk flew down after it, when the monkey quickly caught the thief. In a moment he rung the hawk's head off, and soon had it plucked. Taking the two birds to the cook, the monkey handed them to him, as if to say, "Here are your two partridges." The cook thought the birds looked queer, but served them on the table. The owner of the house shook his head when he saw the dish, and, telling the cook of the trick, laughed heartily.

THINGS TO TELL PUPILS.

GRIMSEY ISLAND.—This little island is the most northern and consequently the coldest of the Iceland group. Eighty-eight people, no more, live on it. They have tried to keep a few cows, but the winters are too hard for them. Two horses and a few sheep, with very coarse fleeces, are the only animals of the kind on the island. Once or twice a year some of the islanders visit the mainland, but the stormy seas, covered with icebergs, make the passage always dangerous. On one side of the island, which is a very high precipice, countless birds build their nests, and the collecting of eggs is one of the chief means of living for the settlement. Men are let down over the face of the rocks by ropes. They wear suits thickly wadded with feathers to save themselves from being hurt on the sharp rocks. Each man carries a pole to help himself with, and a ladle for scooping up nests which he cannot reach with his hands. There is in his frock a great pocket in which he can put 150 eggs. There he works with the sea roaring beneath him.

AUSTRALIA.—The destruction in Australia of crops, caused by rabbits, would amount to at least \$15,000,000. The rabbit which has caused all this damage is the common gray variety of wild rabbit. It was introduced in Victoria in 1860 for the purpose of sport. In the colonial parliament it was shown that one section of about 12,000,000 acres, where a few years ago smiling homesteads, fine orchards, and all evidences of prosperity were to be seen, had been rendered almost useless and uninhabitable. The chief methods employed to exterminate the pest have been trapping and spreading of phosphorized oats and wheat and arsenic. Trapping is reported slow and expensive, while the rabbits in many instances will not eat the poisoned food or are unaffected by it. About 500 miles of rabbit-proof wire net fencing have also been erected in Victoria at a cost of about \$400 per mile. Rewards have been offered for rabbit skins, and payments have been made for about 157,000 dozens of skins. In one district from 750,000 to 1,000,000 rabbits have been purchased at a cost of 68 cents per dozen.

THE EYE-STONE.—The eye-stone is a curious little bone that acts as if it were alive. All genuine eye-stones were once the front doors to the shells of a little molluscan animal that lives along the Venezuelan and other South American coasts. This formation is on the tip end of the little animal, and when he draws himself into his shell to escape danger or go to sleep, this hard part forms a door to the shell, and fits so closely and so hard that it affords perfect protection. It is composed of calcareous material, and when placed in vinegar is made to move about by carbonic acid gas, which is evolved by the contact with the liquid acid. Sailors engaged on the fruit-trading vessels that visit these regions obtain the stones and fetch them to New York for sale to the wholesale druggists. There is nothing better to remove foreign substances from the eye than one of these South American eye-stones. Before using them many people think it necessary to put them in vinegar "to give them life," but it is not necessary. The stone is inserted at one corner of the eye, with the grooved side next to the lid. The pressure of the eye-ball forces it to move about in the eye, and the grooves collect the foreign matter and retain it. After making a thorough circuit of the eye the stone will come out at the corner next the nose.

ROSEWOOD.—This dark colored, highly valued wood grows in South America and in the East Indies. When the tree is first cut, the fresh wood has a strong rose-like fragrance—hence its name. Sometimes the trees grow so large that planks four feet wide, and ten feet long can be cut from them. These broad planks are used principally for the tops of piano-fortes. Such is the value of rosewood in manufactures, that some of the forests have not now a single specimen. In Madras, the government has ordered great plantations of these trees set out.

JUMPING BEANS.—The mystery of the jumping beans of Mexico has been solved. There is in each bean a worm, whose instinct it is to skip so as to put the bean in motion. The insect gives motion to the bean by drawing itself into a close coil, and then suddenly uncoiling in such a way as to strike against the upper part of the cavity it occupies. In Mexico, the beans in great numbers are to be seen skipping over the ground under the tree upon which they are produced. They thus skip and roll along the ground until they lodge in some hole or cavity where they are likely to be covered with earth by the first rains,

AN ACTED POEM.

Exercises of this character may be made very elaborate or very simple, and perfectly adapted to the school-room. Aside from the entertainment and amusement afforded, they have their educational value. If the poems were simply spoken by the scholars, there would be but few gestures accompanying the recitation; but now it is necessary for continual acting; nearly every thought calls for motion of some kind, and thus there is cultivated in the pupils a freedom of gesture.

MARY GARVIN.

BY J. G. WHITTIER.

Directions.—In acting this poem there should be a reader separate from the actors. This reader may stand on one side of the stage, outside of the curtain in full view of the audience all the time, and should be separated from the actors by a side curtain. Before the curtain rises on the scene, the following verses are read:

From the heart of Waumbek Methna, from the lake
that never fails,
Falls the Saco in the green lap of Conway's intervals;
There in wild and virgin freshness, its waters foam and
flow,
As when Darby Field first saw them, two hundred years
ago.
But, vexed in all its seaward course with bridges, dams,
and mills,
How changed is Saco's stream, how lost its freedom of
the hills,
Since traveled Jocelyn, factor Vines, and stately Cham-
pnoon
Heard on its banks the gray wolf's howl, the trumpet of
the loon!
With smoking axle hot with speed, with steeds of fire
and steam,
Wide-waked To-day leaves Yesterday behind him like a
dream.
Still from the hurrying train of life, fly backward far
and fast,
The milestones of the fathers, the landmarks of the
past.
But human hearts remain unchanged: the sorrow and
the sin,
The loves, and hopes, and fears of old, are to our own
akin;
And in the tales our fathers told, the songs our mothers
sung,
Tradition, snowy-bearded, leans on Romance ever
young.
O, sharp-lined man of traffic, on Saco's banks to-day!
O, mill-girl watching late and long the shuttle's restless
play!
Let, for the once, a listening ear the working hand
beguile,
And lend my old Provincial tale, as suits, a tear or
smile.
The evening guns had sounded from gray Fort Mary's
walls;
Through the forest, like a wild beast, roared and plunged
the Saco's falls.
And westward on the sea-wind, that damp and gusty
grew,
Over cedars darkening inland the smoke of Spurwink
blew.

(The curtain rises. Scene—an old-fashioned kitchen or sitting-room. It will be impossible to represent a fireplace. Improvise a screen, supposed to stand a little distance from the fireplace, place bright lights behind it, having red shades, so that a ruddy light is seen. Have the farmer seated at one end of the screen, in an old-fashioned chair, and his wife at the other, turned partly towards the supposed fire. The wife should be knitting. Have several old-fashioned pieces on the stage, and the characters should of course be dressed as old people.)

Reader continues:

On the hearth of Farmer Garvin blazed the crackling
walnut log;
Right and left sat dame and goodman, and between
them lay the dog.

(Cat and dog supposed to lie by the fire behind the
screen.)

Head on paws, and tail slow wagging, and beside him,
on her mat,
Sitting drowsy in the firelight, winked and purred the
mottled cat.

(Farmer Garvin sits with hands resting on cane, shaking his head as old men do sometimes when thinking. When he is represented as talking, he looks up at his wife.)

"Twenty years!" said Farmer Garvin, speaking sadly, under breath,
And his gray head slowly shaken, as one who speaks of death.

(Old lady drops her knitting.)

The good wife dropped her needles: "It's twenty years to-day,
Since the Indians fell on Saco, and stole our child away."

(His head sinks on his breast; she buries hers in her hands.)

Then they sank into the silence, for each knew the other's thought.

Of a great and common sorrow, and words were needed not.

(Some one knocks; both start up.)

"Who knocks?" cried Goodman Garvin. The door was open thrown;

On two strangers, man and maiden, cloaked and furred,

the firelight shone.

(As the words are read: "and the door was open thrown," a young girl and an older boy, to represent her father, come in. Girl should wear a long, red cloak with a hood; father should wear, if obtainable, plenty of fur, leather leggings, and anything else that will go to make up the costume of a hunter; Bows and lifts the fur cap from his head.)

One, with courteous gesture, lifted the bear-skin from his head;

"Lives here Elkanah Garvin?" "I am he," the good-man said.

(The old people make gestures of welcome and lead them to the fire, which they stir and strive to make still brighter. They throw on wood and rattle the tongs.)

"Sit ye down and dry and warm ye, for the night is chill with rain."

And the goodwife drew the settle, and stirred the fire amain,

(Girl throws off her cloak-hood. Old lady starts back in fright.)

The maid unclasped her cloak-hood, the firelight glistened fair

In her large, moist eyes, and over soft folds of dark-brown hair.

(Then Dame Garvin approaches the child, and tenderly holds out her hands.)

Dame Garvin looked upon her: "It is Mary's self I see!"

Dear heart!" she cried, "now tell me, has my child come back to me?"

(Mary sobbing.)

"My name indeed is Mary," said the stranger, sobbing wild;

(Clasps her hands and looks up imploringly.)

"Will you be to me a mother, I am Mary Garvin's child?"

(Mary rises as if speaking in an imploring, earnest manner, and points away towards Simcoe. As she speaks of her father the gesture is towards him, then towards herself, then with both hands toward the old lady.)

"She sleeps by wooded Simeoe, but on her dying day She bade my father take me to her kinsfolk, far away."

(Old lady with eyes lifted toward heaven.)

"God be praised!" said Goodwife Garvin; "He taketh and he gives;

He woundeth, but he healeth, in her child our daughter lives!"

(Draws the child towards her.)

"Amen!" the old man answered, as he brushed a tear away,

(Old man kneels.)

And kneeling by his hearthstone, said, with reverence, "Let us pray."

All its Oriental symbols, and its Hebrew paraphrase, Warm with earnest life and feeling, rose his prayer of love and praise.

(Old man rises; stranger makes the sign of the cross, Old man lifts his hands and starts back in horror.)

But he started at beholding, as he rose from off his knee,

The stranger cross his forehead with the sign of Papistrie.

(Then he moves toward the stranger as if in anger.)

"What is this?" cried Farmer Garvin. "Is an English Christian's home

A chapel or a mass-house, that you make the sign of Rome?"

(Mary goes to him, kneels, and kisses his hand. Old man forgets his anger.)

Then the young girl knelt beside him, kissed his trembling hand, and cried:

"O, forbear to chide my father; in that faith my mother died!

On her wooden cross at Simcoe the dews and sunshine fall,

As they fall on Spurwink's grave-yard; and the dear God watches all!"

(Strokes her head.)

The old man stroked the fair head that rested on his knee;

"Your words, dear child," he answered, "are God's rebuke to me."

(Mary rises. Old man extends his right hand to stranger, and holds Mary with left. Old lady also moves towards them, to embrace Mary.)

"Creed and roll perchance may differ, yet our hope and faith be one.

Let me be your father's father, let him be to me a son."

(Curtain falls.)

L. E. Boldry.

LETTERS.

SUPPRESSION, ALASKA, Jan. 8, 1887.

DEAR JOURNAL:—You have been a true friend for many years, and now will you or some of your readers tell me my duty as seen from the standpoint of the following truthful pen-picture?

Last September a school of about three hundred and thirty pupils with six assistant teachers came under my charge. Of the seven, three only were teachers in the school last year. My duty was to supervise as principal, and teach the graduating class in the academic department. It required but a day or two in the school to ascertain that there was a very, very great difference in the ability and proficiency of the pupils in the same class, and in all the departments. A written examination of all the classes above the primary was held, and per cents from 0 to 100 was the result. The class work was of about the same range. Pupils in the graduating class had little knowledge of the lower branches which they could use intelligently.

In the second primary, were children from nine to thirteen years of age who had been in school from two to four years, and quite a number of them could not read a sentence in any part of a first reader. A faithful report of the examination was made to the board of education, and in due time, after further examinations and class work, it was my purpose to regrade the school and as far as possible have every child in his proper place, that he might be benefited thereby. From teachers who had been for years in the school, I was informed that the principal had not prepared and held an examination for promotion in three years. The pupils had been promoted in classes and the teachers had prepared their own examination papers. The result of my efforts to benefit my school has not been satisfactory. Those teachers who have long been in the school, feel that the examinations should have been as before, conducted by them and cover no back work. The board of education "sat down" upon me and desire to have no change in the *peaceful, quiet, and smooth* movements of the past, lest it may bring them trouble.

Under existing grades there can be no satisfactory work done, and no credit can come to any teacher, and little benefit to any pupil. The papers of the two examinations with questions and answers of every pupil, are on file and the standing may be seen by the board, but they have no desire to see. What is my duty? Shall I fall into the *dead line*, let the old way go on, let the children starve intellectually, and draw my salary in peace and quiet, or shall I do my duty as I see it and take the consequences? If I will not trouble the board in any way there is little doubt of holding my position as long as I desire. If they are at all troubled my place will be filled by one who will "fall in." To regrade means grumbling. Yours truly,

EARNEST WILLING.

QUINCY METHODS.—I feel that I ought to thank you for advertising such a wonderful book as "Quincy Methods." I have not read it half through yet, but there are phrases in it that haunt me, not as shadows, but as beams of light. In one instance a teacher who had just dropped a bit of incidental information, paused "to let the idea sink." It was an idea that would sink, and how much wiser to let it than to hammer it down.

Again, when called upon at one point to furnish illustrations of the idea at that moment in prominence, some flew to the window, others glanced about the room, and others closed their eyes, as if searching the field of memory. Those introspective little ones had learned to abstract themselves from surroundings at will, and view again things seen before. Thought had unwound its tendrils from the presence of objects, and was reaching out after mental images, some day to snap its exultant wings and leave the objective world, substance and shadow alike, far beneath it. Grateful tears fill my eyes as I think of what all this means for a Quincy-taught generation, and that those earnest teachers and their great leader have found for us a path through the trackless forest of a little child's needs. I could not wait to finish the book, but had to stop and write just how I felt about it right here. Now I feel better, and I will go on reading.

ROSA DAETLE.

WISDOM AND RECOMMENDATIONS.

FROM THE REPORTS OF THE COMMISSIONERS OF THE STATE OF NEW YORK.

"The Truant Problem." By Com. J. J. Callanan, Albany Co., First District.

"still needs attention. The schools are censured for not educating the truant, and his injurious influence is felt in the schools. Moreover, when the estimate is made of what the schools are accomplishing, the responsibility for his helpless station modifies the degree of usefulness of the schools. The same argument applies in this matter, and with more force, than was used in favor of the institute. If the state furnishes means of education for its youth, why are so many allowed to contemptuously slight these means?"

"Poor Pay for Poor Work." By Com. Charles De La Mater, Albany Co., Second District.

"I have found several districts in which the trustee had hired the teacher at so low a rate that there was a portion of the public money remaining in the hands of the supervisor, the trustee intending to purchase fuel for the use of the school with the balance. And one ex-trustee (boasting of his shrewdness) said that he, during his term of office, had agreed with the teacher for just enough wages to use up the public money, and when the money was drawn from the supervisor the teacher was to refund a sufficient amount to pay for the fuel for the year. An amendment to the school law, making an offense of the above character punishable by fine or imprisonment, or both, might do some good. How to get rid of this class of teachers is the question. Some may answer, do not license that kind of teachers. In that case there would be about one-third of the schools left without a teacher. It seems to me the only remedy is to increase the rate of state tax for school purposes so that the moneys are sufficient to pay every teacher in the state fair wages."

"Uniform Certificates." By Com. George McDonald, Albany Co., Third District.

"In regard to keeping teachers abreast of the times, the best stimulus that occurs to me is to increase their salary. In many cases the recompense of the teacher is not in keeping with the time and money spent in preparation for school duties. Let the teacher be better paid, then let only the best talent be employed, and through this influence the public interest will be aroused and much good will be accomplished. As another means of helping to secure this result some change should be made in the methods of conducting examinations for the granting of certificates. It would, perhaps, be much better if the department would issue to the commissioners questions for each of the several grades, and that the written answers of the applicants should be submitted to the department for approval."

"Ventilation." By Com. Geo. E. Ferguson, Allegany Co., First District.

"It seems difficult to make trustees see that there is any need of proper ventilation or at all necessary that a school-house should be lighted any different than the old ones."

"Public Interest." By Com. Bascom P. Mapes, Allegany Co., Second District.

"If you wish to arouse an interest in our common schools, and could devise some means to induce parents to visit the schools, and take an interest in helping the teachers in their work, it would give a new impetus to education, which would be very beneficial in its results."

"School Laws." By Com. Wallace Thomson, Broome Co., First District.

"In our state during recent years many important changes have been made in relation to our schools. Comparatively few of our school districts have a code of public instruction of recent date. Much inconvenience, and, in many cases, litigation, would be avoided if districts were provided with the latest edition of the code. I would recommend that a copy of the existing school laws of our state, with the most important decisions of the state superintendent, be furnished gratis to districts."

"Pride of the People." By Com. J. L. Lusk, Broome Co., Second District.

"I doubt whether there are many commissioner districts in the state where people take greater pride in educating their children, and where school buildings are kept in better condition."

"The Township System." By Com. Newton C. McKeon, Cattaraugus Co., First District.

"I referred in my last report to the township system, instead of the common school district, making the town the unit, and not the individual district. The almost endless controversies about district boundaries would be largely obviated; new school-houses could be built, the needed repairs on others could be made; and a better uniformity of text-books could be obtained, each of which would be a help toward better schools. I would recommend legislation to this end."

"Educational Journals." By Com. G. W. Boyse, Cattaraugus Co., Second District.

"are read by nearly all the teachers. I require young teachers to subscribe for one before I will grant their first certificate. I could not tell the number of such journals that come to this district, but in this respect our teachers are quite enterprising. We have a circulating library of about seventy-five volumes on purely educational subjects, and these books are read with eagerness and profit by the teachers."

"Uniform Work." By Com. Josiah Galley, Cayuga Co., First District.

In the following particulars:

- (a) Primary reading by the word-method.
- (b) Written work in all reading classes below the fifth.
- (c) Spelling by writing in all classes, from dictation in the advanced, and copying in the other grades.
- (d) Physiology, either oral or by text-books.
- (e) Analysis of sentences by the use of diagrams.
- (f) In many schools, oral or written work in language lessons and composition.

"Teachers' Institutes." By Com. George Peckham, Cayuga Co., Second District.

"The action of the department, opening the way for teachers to take part in institute work, promises to greatly increase the value of the institute to the great mass of our teachers, i.e., those who are teaching the schools in the rural districts, many of whom have no other opportunity to learn anything of the newer methods of teaching."

"Teachers' Position Difficult." By Com. C. H. Wicks, Chautauqua Co., First District.

"I know of no more difficult position for any young person to acceptably fill than teacher in a country school. He often finds that to his ordinary and legitimate duties is added a settlement of many home and neighborhood troubles which intentionally or otherwise find their way into the school. The grievances of children are magnified; his own acts are often unjustly criticised and his motives impugned. Notwithstanding all these things, I am able to report no failures during the year which can be attributed to the teacher."

"Apportionment of Money." By Com. E. J. Swift, Chautauqua Co., Second District.

"Do away with the library money, so called. Let it be apportioned with, and used for the same purpose as the fund now applied to the payment of teachers' wages. Then give districts power to raise by tax money for library purposes. In most school districts the district library is a thing of the past, the money being used for payment of teachers' wages; and I doubt the advisability, in the present age of cheap current literature, of trying to keep up these libraries."

"Less Theory and More Practice." By Com. Arthur P. Nichols, Chemung County.

"Greater practical results might be derived from our institutes, were the instructors required to have learned by experience the theories which they teach. Before this element of our institute can be marked a success, these men must learn the many things they do not know, cannot conceive of. We want instructors of practicality. Theory isn't practice any more than air castles are realities. For a time they should take the field of a commissioner's school visitation, and learn from the real condition of these schools situated where mountains rise and dales descend."

"Signs of Improvement." By Com. L. C. Hayes, Chenango County, First District.

"The interest in the work of the school-room is, I am sure, improving. A greater majority of the teachers are availing themselves of those helps which will aid them to do the best work. Educational books and papers are read. Institutes and teachers' associations are not only more generally attended, but there is a greater desire to get "wisdom and understanding," and the number attending normal schools and teachers' classes is increasing."

"Healthy Growth." By Com. Willis R. Hall, Chenango County, Second District.

"The topics considered, the earnestness shown in the discussions, the excellent attendance, both at the institute and association, all go to prove that the educational cause in my district has a healthy growth. And this growth is further evinced by the large number who are subscribers to educational publications. Not all take these journals, but probably seventy-five per cent. of the teachers in my district do, which is a cheering increase when the small number taken a few years ago is considered."

"Poor Wages." By Com. Sanford S. Taylor, Clinton Co., First District.

"While I am no advocate of 'strikes,' I think, if ever one would be justifiable, it would be one in which our poorly paid teachers refused to teach unless an increase was made to their scanty wages. Now that a half million dollars has been added to the public moneys apportioned to the districts, it is to be hoped that an advance will be made in teachers' wages, and that teachers will spend part of this advance in better fitting themselves for their work."

"Physiology and Hygiene." By Com. Herbert Goodspeed, Clinton County, Second District.

"The subject of physiology and hygiene has received more attention the past year than previous years as every district reports it taught either orally or from a text-book during the past year. I would again repeat my former suggestion, that we need some kind of a compulsory education law in the place of the present dead one, together with a law making it the duty of school trustees and boards of education to see that pupils are properly supplied with text-books, even though it be at the expense of the district."

"Leaving School Early." By Com. Oliver W. Hallenbeck, Columbia County, First District.

"There appears an inclination on the part of youth, particularly the male sex, to discontinue or wholly omit school attendance when arriving at the age of fifteen to eighteen years, the age of mental maturity for the most efficient training. This tendency appears to be on the increase in many rural districts."

"While absolute enforcement of the compulsory school law is imperatively needed, I believe too many external influences distract the youthful mind and render it oblivious to the need of vigorous application to secure the benefits of a good education."

"Experience at the Expense of Schools." By Com. Peter Silvain, Columbia County, Second District.

"A great difficulty and hindrance in elevating the tone of the public schools exists, in the fact that so many persons who know nothing of the teachers' duties enter upon the work. They expect to obtain their knowledge and experience at the expense of the schools, instead of making the necessary preparation beforehand. I have urged upon many who are looking forward to this work to attend the normal school or teachers' class, and to be present at the teachers' institute, and frequently visit the best schools in their neighborhood."

"The Township System." By Com. Frank J. Squires, Cortland County, First District.

"Town boards of education, empowered to legislate for each school district within its town in all things which relate to teachers, school-houses, and text-books, must, in my opinion, supersede the present system, that from it may be eliminated those petty and pernicious forces which so im-

poverish our schools at present. New and important functions might, perhaps, be vested in the school commissioners which would produce desirable results."

"Preliminary Training." By Com. Gustavus A. Crofoot, Cortland County, Second District.

"No system of education can be regarded as complete that fails to make provision for a special preliminary training of teachers for their work. The ordinary work of the school-room is two-fold in its character. A certain measure of knowledge must be possessed by the teacher and imparted to the pupil. But in the acquisition of this knowledge, the mind of the pupil is to be trained in careful and systematic habits of application and thought to the apprehension of principles, to methods or processes of investigation, and in readiness in the application of knowledge to practical uses, and to making further researches in the domain of truth."

"Teachers' Classes." By Com. P. L. Purdy, Delaware County, First District.

"The teachers classes are well attended and furnish many thoroughly qualified teachers for our rural districts. I am heartily in favor of these classes as organized and conducted in this district at the present time, and earnestly advise those who are preparing to teach, and teachers who need special training in methods of instruction, to become members."

"Educational Journals." By Com. E. R. Harkness, Delaware County, Second District.

"Last year I made a proposition to the teachers that I would allow a certain per cent. on examination to those who were regular subscribers for educational papers.

"I received a card from the editor of TEACHERS' INSTITUTE, making Delaware the banner county. I believe it is possible to select those who read educational works about as soon as I enter the school-room."

"Public Interest." By Com. George W. Draper, Dutchess County, First District.

"From press and platform come opinions upon education; how shall an interest be awakened? I answer, by showing the parents and public the value of education and what leading minds say about it. Too many children do not know what they are sent to school for. Make them feel that all things are worth knowing. This will broaden their mental vision and give them a growing interest, and parents, who are the principal part of the public, will become lively votaries and the old inferior objections will shrivel and shrink away."

"Longer Term for Sole Trustee." By Com. Albert P. Smith, Dutchess County, Second District.

"In the discharge of my duties as commissioner I have seen opportunity for but one amendment that seems to me of practical utility. Could the sole trustees of rural districts be elected for a term of three years instead of a single year as is now the case, the result would no doubt be the retention of the teachers in those districts for longer terms, and this would be of much real benefit to such schools."

"Examinations." By Com. C. E. Smith, Erie County, First District.

"The commissioners in this county have used a uniform set of questions in this work during the last two years. Besides this manuscript work which, to a great extent, must be the basis upon which teachers are licensed, I have introduced some oral work which I find to be more effectual than any other method in determining the candidate's ability to teach. In this I endeavor to be just, and my theory is, 'Justice to pupil is justice to teacher.'

"The District Library." By Com. Charles H. Ide, Erie County, Second District.

"The district library with but few exceptions, is a thing of the past; the amount apportioned is so small that little or nothing can be done in buying books, the money being used in payment of teachers' wages. As I view the dilapidated condition of our district libraries, it seems proper to suggest that there be no separate apportionment for library money."

"Plan for Ventilation." By Com. G. O. Dillingham, Erie County, Third District.

"I suggest the following simple plans for ventilating country school-houses, and wish to be corrected if they will not serve the purpose: Let a chimney, having a single flue, be built on a solid foundation which rests upon the ground, the flue to extend as low as the school-house floor. Have a register open into the chimney a few inches above the floor. Have the stove-pipe enter the chimney near the ceiling and connect, by an elbow in the chimney, with another pipe leading to the top of the chimney. By this means you will save the cost of a chimney having a double flue, have a better draught, and get rid of the greater part of the impure air. To provide the room with pure air, place a register beneath the stove, and underneath the floor a large tight air box, connected with the outside pure air by an air tube. Let the tube extend to the west if possible, because it will work better when facing the wind. This will furnish the room with pure air; the air will receive a certain amount of heat as it comes in, and the cost is very slight."

"Change of Teachers." By Com. F. L. Miller, Essex County, First District.

"One of the great hindrances to the advancement of our schools is the frequent changing of teachers. I am convinced that it is doing more to retard the wheels of progress than any other one thing, but I am glad to say it is fast passing away. The patrons of our schools are seeing their mistake, and are trying to remedy the defect by procuring the best teachers we have and retaining them in the work."

"Science and Methods of Teaching." By Com. Chester B. McLaughlin, Essex County, Second District.

"I have been notably impressed with the fact that much more attention is being given to the science and methods of teaching than heretofore. Teachers themselves are generally greatly interested in this branch of education and seem eager and anxious to obtain new ideas on the subject, and to this end quite a large proportion of them take some educational journal, while school officers are beginning to appreciate its importance, and are asking for teachers that "are well up in the modern methods of teaching" to put into their schools."

"A Salary for Trustees." Com. James M. Wardner, Franklin County, First District.

"There is one suggestion I would respectfully make in relation to amendments to the present school law, and that is that trustees be paid for their services a sum sufficient to induce capable, educated men to accept the office. As it now stands, it is very hard to find men capable of performing the duties of the office to accept it, and in many districts they have a great deal of trouble to get *any* one to accept it. This is all wrong, and should be remedied at once."

"Text-Books." Com. L. M. Berry, Franklin County, Second District.

"Agents of the many publishing houses of these books are so numerous, so active and so persistent that many of our schools are imposed upon, a great number of different authors are introduced, and continual changes are being made, which is a serious drawback to the prosperity of the schools: also the price now asked for school-books by local booksellers is enormous and in many instances is beyond the reach of the poor. I would suggest that a law be enacted causing the state to control this matter, select the text-book to be used, and furnish them to the people at a cost not above their publication. I believe the people ought to be protected."

Com. Joseph B. Thyne, Fulton Co.

"Your inquiry concerning the work of the institute calls forth about the same opinion (namely), a want of system, and an apparent absence of a direct object in view, but taking up for the time whatever may suggest itself to the mind. If there is a defect in our institutes, it does not arise from the plan itself, but simply the manner of conducting them, which is to leave the entire work for the conductors of the institute, and the teachers merely to listen. My plan is, at our next institute, to prepare a program, with a series of subjects arranged, for the entire week, and then select, from the different parts of the county, teachers to present the subject previously assigned to them, with an essay and class-work, alternating with the conductor."

"Notes and Suggestions." Com. William E. Prentice, Genesee Co.

"The library apportionment should be discontinued. Abolish also the pupil quota. Enlarge the financial powers of the school trustee.

"Have a uniform system of examination."

"The single commissioner district plan for institutes will work well unless present signs fail. The number of teachers subscribing for purely educational papers is on the increase."

"Uniformity in Text-Books." Com. Henry B. Whitecombe, Greene Co., First District.

"The need of better regulation for a uniformity of textbook in the district schools would be another step of advancement. The best teachers are unable to accomplish satisfactory results. Each district should furnish its textbooks, as well as blackboards, maps, etc. Perhaps the better way to reach the parents is through the children."

"Uniform Examinations." Com. Fletcher Smith, Greene County, Second District.

"I believe that the interests of education demand that the state make some basis of qualification, as a Regent's certificate or its equivalent. Under the present system there is no uniformity. A third grade license in one commissioner's district is sometimes equivalent to a first grade in another, and, in my opinion, this state of things will continue until a uniform standard is established by the state."

"Good Work." Com. Daniel Cockran, Hamilton County.

"Teachers, as a class, have been faithful in the performance of their duties, exhibiting more or less results that are gratifying, notwithstanding the fact that some school houses are not very comfortable, and in many a lack of apparatus."

"School-Keepers." Com. J. H. Bliss, Herkimer County, First District.

Experience has taught me that to hold to a certain per cent in passing applicants to teach, does not meet the object for which it is designed. In judging of the fitness much must be taken into account aside from book knowledge. I am aware that "school keepers" are not extinct; however, I do not believe many such occupy places in the schools of this district. I am confident they will continue to exist until patrons and trustees learn to discriminate between skilled and unskilled labor, and to appreciate the value of such."

"District Institutes." Com. H. P. Whitney, Herkimer County, Second District.

"The institutes are regarded by the public generally as the best way of reaching all the teachers, and that the action of the department in arranging for smaller institutes, more class-room work, and opening the way for teachers to take an active part in the proceedings will meet with general favor."

"Pedagogical Literature." Com. Wm. H. Everett, Jefferson County, First District.

"The demand for pedagogical literature among the teachers of this district is increasing. Not less than 75 per cent. of the teachers take papers devoted to the subject of teaching; and I find on many teachers' tables in the school-rooms standard educational works."

"The Teachers." Com. Charles A. Shaver, Jefferson County, Second District.

"In order to give variety and freshness to lessons, to add interest thereto, and make plain by illustration, it is necessary that the teacher should know much more than what he intends to teach. The teacher's attainments should be higher than can be obtained in the ordinary district school, and no person is deserving of the name of teacher, or should long be allowed in the profession, who is not also a student. Once certified they consider their school days ended, and study a thing of the past, consequently the meager knowledge they possess at the time of beginning the work, instead of being increased, is slowly evaporating."

"A Course of Study Needed." Com. Perrin A. Strong, Jefferson County, Third District.

"I think the greatest obstruction in the way of progress in our country schools is, that the scholars do not pursue a regular systematic course of study, but rather go in a loose "hit or miss" way, advancing a little one term, then going back, beginning over and starting out in a different direction the next term to suit the ways or fancies of the different teachers employed under our present system of succession of different teachers, term after term."

"School Apparatus." Com. Voorhees Overbaugh, Kings County.

"A good, practical farmer or mechanic may possibly do quite well with even poor implements, but their work must necessarily

be unsatisfactory, or, at best, not first-class. So with a competent teacher; tolerably good work may be accomplished, emphysemed, so to speak, but with the aid of modern school apparatus, his teaching becomes more effective, as it is more interesting to his pupils. Next to a thoroughly competent teacher, a school should be supplied with all necessary school apparatus, and then insist upon its use."

"Defects in Teaching." Com. Leonard T. Cole, Lewis County, First District.

"We have made the least progress in teaching, reading, and mathematics. In the former, dullness, crude voices and thoughtlessness prevail. In the latter, slow and labored computations, inaccuracy, and ignorance of principles. The reverse is true in a few schools."

"Grammar is coming to be taught more in accord with common sense and the needs of the pupils, yet a large minority still cling to nonsensical jumbles about moods, tenses, and general technicalities to the exclusion of letter-writing and other forms of practical composition. In too many instances beginners are taught learning definitions of whose meanings they have no conception, nor is this grave mistake confined to work in grammar."

"A Compulsory Law for Attendance." Com. Robert W. Jones, Lewis County, Second District.

"The truancy of this district is equal to 22 per cent. of the enrollment; that a greater proportion than one in five of the pupils actually enrolled are habitual truants. Couple with this another fact, which investigation proves to be true—that this truancy exists most largely among the children of the ignorant and vicious—among those who most need the restraining moral and inspiring intellectual influence of the school, and the urgent need of some practical means of compelling their attendance appear in its strongest light."

"Preparation." Com. R. Austin Kneeland, Jr., Livingston County, First District.

"Teachers have been urged to prepare thoroughly for each day's work; to read books, other than the text-books in use, touching upon subjects about to be presented; to strive to find the best method of presenting each subject; to become conversant with educational literature, in short to use every means to secure better results."

"Improvements." Com. H. E. Perkins, Livingston County, Second District.

"I found the most of the teachers doing good work. There seems to be a desire for more comfortable school-rooms and better teachers. Many trustees are employing the same teacher for the whole school year, and are repairing school buildings."

"Ventilation." Com. Lyman B. Blakman, Madison Co., First District.

"I regret to say that too little attention is paid to this subject by the majority of our teachers. There are a few to whom this verdict will not apply, but they form the exception, and not the rule. Teachers will attend institutes year by year, hear the matter discussed, take down notes of the best rules for light, heat and ventilation, then go back to their schools, and not put a single rule in practice during the term. One snuff of the air in the school-room of such a teacher is a sufficient commentary, and further proofs are seen in the flushed faces and languid eyes of the pupils as they sit there six hours a day breathing and re-breathing the foul air."

"Means of Improvement." Com. Chester J. Parker, Madison Co., Second District.

"Institutes should be a means of awakening a general interest in the cause of education by the introduction and discussion of such subjects as will be interesting not only to the teachers but all lovers of educational work, another means of promoting institute work and the general cause of education is to make the sprinkling of purely educational journals, which are now taken among our teachers, a general shower. Every teacher who cares anything for his or her profession, should be supplied with this important means of improvement."

"Normal Graduates." Com. N. Curtice Holt, Monroe Co., First District.

"There is an increasing demand for normal graduates, whose work here has been unusually successful. Make the teachers' work professional, insist upon thorough preparatory training, and the influence of our schools will be felt as never before."

"Still the best results can never be secured from our country schools or from any schools by frequent changes in teachers. Teachers should be engaged, not for a single term or a single year, but during good behavior or until attacked by the all too fatal malady—matrimony."

"Unfitness for Position." Com. Jeremiah Smith, Monroe Co., Second District.

"In many schools, teachers are engaged without reference to experience and fitness where a teacher of the first grade should occupy. I have in mind several advanced schools where, during the past season, teachers of little or no experience have been placed in charge; I have found no difficulty in finding a sufficient number of well qualified teachers to fill every position."

"Composition." Com. Henry K. Salisbury, Montgomery Co.

"Teachers who give their entire time to educational work are placed at a great disadvantage in competing with men who will come from the farm or the workshop, where they have been employed during the summer, and, without any preparation, without having taken any educational journal or attended the teachers' associations or institute, assume charge of a winter school. Teachers can afford to teach for much lower wages (and thereby give satisfaction to the parsimonious tax-payers) than those who spend their time and money in improving themselves and their schools, who take and read educational papers and attend four associations a year."

"Trustees and Institutes." Com. Chauncey G. Richards, Niagara Co., First District.

"The objection to institutes seems to have disappeared, as all of the schools that were in session closed, and the teachers attended the institute regularly. I do not hear the objections from trustees that I have heretofore. They want their teachers to attend and gain all the information they can."

"Educational Papers." Com. Fred J. Swift, Niagara Co., Second District.

"I think all of the teachers who are actually engaged in teaching take education papers."

"Suggestions: There should be uniformity in the examination of teachers throughout the state. There should be uniformity in the commencing and closing of schools throughout the state."

"Change of Teachers." Com. W. D. Biddlecome, Oneida County, First District.

"Another trouble in this commissioner district, in common with other districts, is the too frequent change of teachers. I cannot see any chance for any sudden or radical improvement in this regard, for very few, comparatively, of either sex, engage in teaching as a life-work, for the reason that the compensation is not sufficient to enable them to support themselves comfortably and provide anything for old age."

"Enthusiasm." Com. E. A. O'Brien, Oneida County, Second District.

"The majority of the teachers in this district are steadily improving in their methods of teaching, and are honest and enthusiastic in their work. The pupils manifest an increased interest

in their studies, and the parents show an active and friendly solicitude for the success and improvement of their respective schools. Trustees, as a rule, have greatly increased the amount of school apparatus, such as maps, charts, globes and dictionaries, which are used each day with profitable results."

"Methods in Arithmetic." Com. Everett Edgerton, Oneida County, Third District.

"Require pupils to leave text-books at their desks. Have extensive blackboard work, originating their own examples to illustrate a principle, class and teacher ask questions and criticize. The why and how should be told by the pupil in simple language."

"Be thorough, teach but little and that well. When a principle is finished, be sure that those pupils understand it so thoroughly that if they are never in a recitation again they will remember it for all time, and can make proper application of it when needed. We need in our schools more practice in primary arithmetic. The sing-song of the tables should be supplemented by object teaching, the long analyses by direct answers. Brevity should be the motto."

"Com. J. F. Hilts, Oneida County, Fourth District.

"The teachers of this district, with but few exceptions, are willing workers. A majority of the teachers own and study books calculated to improve their methods and their general knowledge. About eighty per cent of them are readers of the best educational journals. Our teachers are striving to keep up with the times in the most improved methods of teaching. Although our schools are not in all cases what they should be, they are gradually but surely improving."

"Normal Graduates." Com. A. J. Jaqueth, Onondaga County, First District.

"As a rule Normal school graduates are better fitted and do better work than teachers who have had no instruction in methods. Some normal graduates are, for the first year or two of their teaching, too much given to their own opinion, being unable to learn anything either by attending an institute or from persons of experience in teaching, but after that length of time spent in the work of the school-room the bubble bursts and they find that they still belong on earth."

"Reasons for Improvement." Com. E. B. Knapp, Onondaga County, Second District.

"Among the reasons why our teachers are now doing better school-work than they did last year, the following may be cited. As a rule, trustees are exercising greater care in the selection of teachers, and, in many cases, are paying better wages; monthly teachers' associations are now held in four of our seven towns; teachers' institutes, under the new law, have had a larger and much more regular attendance: nearly three times as many normal school graduates are now employed in this district as were last year."

"Normal Schools and Country Schools." Com. H. D. Nottingham, Onondaga County, Third District.

"The country schools receive but little direct benefit from the normal schools. A few of them are found in the village schools, and their work compares favorably with other teachers. I have observed that after graduation, if they cannot secure a position in one of the larger schools, instead of teaching a country school they often seek other employment. The fact is, after persons have spent the time and means required to obtain a normal school diploma, they cannot afford to teach a country school."

"The Township System." Com. George V. Chapin, Ontario County, First District.

"Among the many advantages of the proposed township system might be named the continuance and more permanent terms of service of successful teachers. The board could also engage the best talent before the time of holding the annual meeting for the election of officers, which, by delaying until after, with the uncertainty of an engagement, deprives the district of the services of such who are always in demand, and whose services are secured for districts in which there are three or more trustees."

"Licensing of Teachers." Com. Albert C. Aldridge, Ontario County, Second District.

"Some inconsistencies seem to exist in the licensing of teachers. A college graduate can be licensed but three years by a commissioner, no matter what his teaching record may have been, while a graduate from a limited normal course, without previous teaching experience, is licensed for life. I respectfully suggest that any gentleman or lady having completed a liberal college course, and having taught a sufficient length of time to prove the fitness of either, should, upon presenting proofs, be licensed by the state for life, without examination."

"Praise to Teachers." Com. David A. Morrison, Orange County, First District.

"The teachers in this district deserve much praise. As a class, they are devoted to their work and labor faithfully and intelligently for the advancement of their pupils. Many of them are young, but they are generally fair scholars and earnest workers, willing to receive and ready to act upon suggestions for the improvement of their schools. A majority of them read educational journals, and nearly all of them keep abreast of the times."

"The School Year." Com. Ira L. Case, Orange County, Second District.

"From experience I am satisfied that it would be better if our school year ended July 4, instead of August 20, and the annual school meetings held in July instead of August. This change would give the newly-elected trustees time to engage teachers and also make such repairs as were voted at the annual meeting, and still be ready to open their schools on the first Monday in September, which is the usual time in this vicinity. As the law now is, the time between the annual meeting and the first Monday in September is so short that needed repairs are deferred."

"Teachers' Reading Union." Com. Charles W. Smith, Orleans County.

"The work of the Teachers' Reading Union was given quite a prominent place in our institute program. This subject has been advocated during the year, and now a local union has been formed in eight of the ten towns of the county. The teachers are earnestly taking hold of this work, and I anticipate a normal, healthful growth in the direction of professional work as a result of this idea."

"Moral Training." Com. D. D. Metcalf, Oswego County, First District.

"There is another thing observable in our schools the present year which is very satisfactory to me, and that is the improvement in the moral training of the pupils; that is, the attention given to the formation of correct habits and of character. I have asked the teachers to make this their aim, to have their character and conduct such while teaching that the patrons in the district may point their children to them as an model to follow; most of them have nobly responded, and the result has, as above stated, been very gratifying."

"Good Teachers—Poor Wages." Com. Theo. L. Grout, Otsego County, First District.

"We have no trouble in procuring good teachers, but the teachers cannot procure the wages. Trustees, some of them, pride themselves in offering low wages, and I am sorry to say, some very able teachers pride themselves in accepting the same which is very detrimental to the teachers themselves, also to the profession. I think the commissioners should have something to say about the wages of teachers, also what school they should teach."

READING.

I think it was in 1876 that my attention was especially taken by the efforts made to put distractive reading into the hands of school-children. Visiting a primary school in this city at whose head stood a woman of admirable Christian character, I was shown a copy of a paper in which there was a story of a rebellious pupil; it had as an illustration, in fact, a teacher dragged by the hair of her head! "What can we do when such papers are put into the hands of our pupils?" was the pathetic inquiry. It was found, too, that this paper had a large circulation among boys.

The incident made a deep impression, and was repeated to several leading clergymen, among others to the editor of the *Illustrated Christian Weekly*, and it led to the preaching of eloquent sermons by ministers of all denominations.

I felt then, as I now do, that by teaching the pupil to read, the teacher had put a power into the hands of the pupil that, wrongly exercised, would lead to incalculable mischief. And, hence, every effort should be made to put good reading into the hands of the children. It is not enough to cry out against bad reading; children will read.

Since that time a good deal of space has been taken to give the names of books that may be recommended to young people. In 1884, Hon. B. G. Northrop, then superintendent of the Connecticut schools, having delivered many addresses on this subject, as he felt very deeply the injury that was being done, conferred with us and at our request wrote the article, "Books for the Young," that we afterward reprinted and distributed freely. The words of that article that we reprint a part of them again.

A. M. K.

Books for Young People

A comprehensive list of books suited to the needs of young people is much needed. Two years ago the publishers of the *SCHOOL JOURNAL* obtained the aid of State Supt. B. C. Northrop, and Mr. Dwight Holbrook, and printed a list that has been widely circulated. That list has been compared with several other lists, especially with those made by C. M. Hewins, librarian of Hartford Library Association and Principal James M. Sawin of Providence, R. I. From these, and by personal selection from a large number of books published in different parts of the country, especially those which have been lately issued, we have compiled a new and much more complete list of books, which we can confidently recommend to our readers. These books are especially suitable for school libraries, and for the reading of young people generally. They are attractive and entertaining, pure in tone, educative in their teaching, and elevating in their tendencies.

As this new list is to contain but 500 volumes there is not room for but a part of the valuable books published for young people. Some old favorites have been omitted and newer publications substituted. It must be remembered that the best writers are now writing children's books; Mrs. Burnett and T. W. Knox, for example. The books of these charming modern writers must not be omitted from such a list as this.

A second list of five hundred other carefully selected volumes is in preparation, and will be issued soon. As the reading of young people makes a part of their education, every teacher should be acquainted with the books his pupils need; many teachers are well posted in this respect. We ask them to examine this list with care.

We will be much pleased if teachers and school-officers will suggest to us any book not found on this list, which they can personally recommend as suitable for Part II. of *TREASURE-TROVE School and Family Library List* now in preparation.

BOOKS FOR SCHOOL LIBRARIES.

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ST. NICHOLAS. The Century Co.: New York, Publishers. An illustrated magazine for young folks. Bound volume XIII. (In two parts.) Nov. '85 to Oct. '86. Price \$4.00; \$2.00 per part.

It would seem as if there were nothing new to say about *St. Nicholas*—as if all the adjectives expressive of delight had lost point from constant application to this most captivating of magazines.

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POOR RICHARD'S ALMANAC. And Other Papers. By Benjamin Franklin. With Notes. Houghton, Mifflin & Co.: 4 Park Street; New York: 11 East Seventeenth Street. The Riverside Press, Cambridge. 88 pp. 15 cents.

At the present day a volume of Poor Richard's Almanac, free from a full edition of Franklin's writings, is a rare thing, and this reprint, therefore, as one of the Riverside Literature Series, will renew the lease of life of a work which once had an enormous circulation. Some of the trite sayings and precepts of the author were especially applicable to the day when the Almanac was first published, but the cheerful wisdom which underlies these sayings, which stand alone of their kind, will be as acceptable and useful now as then. In the arrangement of this edition the Almanac comes first, followed by a collection of letters, remarks, dialogues, and advice. Some of the short stories with which Franklin liked to press home his political or social arguments, are also found in this collection. This is one of the many useful and valuable books published in this series, which is issued monthly, and is of special use for families or schools.

THE STORY OF THE MOORS IN SPAIN. By Stanley Lane-Poole, B. A., M. R. A. S. With the Collaboration of Arthur Gilman, M. A. New York and London: G. P. Putnam's Sons. \$1.50.

This is one of the story of the Nations Series. It is devoted to the most salient points in that particular eight centuries of Mohammedan rule when Spain was in her glory—foremost in all the arts of civilization and the prestige of conquest. The author, while not neglecting heroic characters and those legends which appeal most vividly to the imagination of the reader, has given a clear picture of the struggle between races and creeds which formed the leading cause of political movement in mediæval Spain.

The scholarly author has availed himself of the most reliable sources of information; and in a clear and direct style has told a story that will interest all readers, both young or old.

The publishing of the book is in the usual fine style of the series and the illustrations are many and attractive both from an illustrative and pictorial point of view.

BECKONINGS. For Every Day. A Calendar of Thought. Arranged by Lucy Larcom. Boston and New York: Houghton, Mifflin, & Co. The Riverside Press, Cambridge. 225 pp. \$1.25.

Although this little volume is not entirely unlike in idea others of the kind frequently published, yet it has a peculiar charm, and character of its own. Its plan originated in the author's mind, from a desire to share with others, thoughts, that to herself had been uplifting, and productive of an enlargement of the sense of duty with joy, in everyday life. The passages of which the book is composed, many of them familiar, are the most awakening and inspiring words of the great and good of all ages, so that the poet, philosopher, and Christian thinker can find, and give expression to satisfy daily thoughts. The selections are serious, ethical, decidedly religious, highly refined, clear and vigorous. Miss Larcom has connected these groups of thought by a charming thread of her own from month to month. As a whole, the book will be found to be an inspiring and useful daily companion.

DEMOCRACY, AND OTHER ADDRESSES. By James Russell Lowell. Boston and New York: Houghton, Mifflin, & Co. The Riverside Press, Cambridge. 245 pp. \$1.25.

No American with any pretension to literary culture and taste will be satisfied without reading and pondering these very thoughtful and profound essays of Mr. Lowell. They are nine in number, and consist of recent addresses delivered before societies on inaugural or memorial occasions at which he was invited to officiate. The subjects need to be named only to show the literary feasts they furnish. They are: "Democracy," "Garfield," "Stanley (Dean)," Fielding, Coleridge, Books and Libraries, Wordsworth, Don Quixote, and Harvard University. The admirable address on "Democracy" is without doubt one of the most thoughtful and potent statements ever made of the principles of republican government. The other addresses, made in England

and America, are marked by Mr. Lowell's usual felicity and thought. In appearance the book is worthy of the author.

CURIOS COBWEBS!—Woven from Many Queer Quibbles, for Curious People, and unwound by Ye Pedagogue. No. 1 and No. 2. Chicago: A. Flanagan, Publisher. Each 20 cents.

The design of these little books, is to promote an independence of thought and expression, by giving an answer, without premeditation, to the questions, which, according to the plan of the author, should be asked at the close of a school day. The pupils are to answer if possible, and if not, the question is to be taken home for study or help. There can be no doubt that if a pupil can give an intelligent answer to the nearly 500 questions contained in these two small books, he will be pretty well informed on as many points. Answers in full, and given in an instructive manner, are found in the books. In connection with the questions and answers, a good opportunity is often given to the teacher to enforce a lesson which will be of life-long value to the pupil.

QUEER QUESTIONS AND READY REPLIES. By S. Grant Oliphant. Boston: New England Publishing Company. 177 pp.

The design of this little work, is to offer in a convenient form, much that is quaint and curious, as well as instructive and interesting. It consists of a collection of four hundred questions and answers in history, geography, biography, mythology, philosophy, natural history, philology, etc., etc.; and will be found to be of great value in correcting some popular fallacies, promoting accurate scholarship, while it explains many expressions which occur in daily conversation. In the preparation of the book, the author has bestowed great pains and much time in the selection of the matter and its verification. The information covered by the questions and answers is not generally known, even by educated persons, and much of it has never before been published in a form accessible to the mass of readers. The book is neatly bound in blue with gilt lettering.

RECOLLECTIONS OF A PRIVATE SOLDIER IN THE ARMY OF THE POTOMAC. By Frank Wilkeson. New York and London: G. P. Putnam's Sons. The Knickerbocker Press. 246 pp. \$1.00.

As a rule, any history of the civil war, or its reminiscences, is found to be written by commanders, instead of privates, and a book of recollection by one who occupied a place among the private soldiers, will, from its very nature, be somewhat of a surprise. This volume, by Mr. Wilkeson, is a faithful record of his experiences, dangers, aspirations and fears. He tells how the soldiers lived, and fought, and what they talked about at night under the open sky. His great desire to enlist and take up arms for his country, is shown in the fact of his running away at sixteen years of age, from his father's farm in the Hudson River Valley. What he endured—almost a child, as he was,—what he saw of danger in marching and fighting, must be read to be appreciated. It is a book full of thrilling interest.

LITTLE MISS WEEZY. By Penn Shirley. Boston: Lee & Shepard, Publishers. New York: Charles T. Dillingham. 141 pp.

The author of this bright and charming story understands child-life to perfection, and it is not often that a book more full of real, true laughter and fun can be found. It is eminently a child's book, but can be read by fathers and mothers with equal interest, and a good many lessons of patience and wisdom are taught in its pages. Little Louisa Rowe, or Weezy Wozy, as she called herself at two years of age, is the main figure of the group of characters, and the lively little story is carried over three more years of her baby life. It is a book to delight the little ones any time, and make a rainy day a happy one for them.

THE STORY OF THE ROCKS. The Waters Above the Firmament, or The Earth's Annular System. By Isaac N. Vail. Cleveland, Ohio: Published by Clark & Zangerle. 375 pp. Sold by the Author. \$2.00.

The author of this book acknowledges that he has but little to say as to the motive that led him to present it to the public. His advance thought is, that mental regeneration is the first requisition of the annular theory; and emphasizes the fact, that no one can enter a new field of thought with success, while environed with the elements of an old one. In brief, some of the claims set forth by Prof. Vail are as follows: The earth, from the earliest time to the close of the Noahian deluge, was surrounded by rings of aqueous vapors, commingled with much of the solid matter now composing its crust; that the coal and many other formations of the entire earth fell to its surface from these rings. The author also advances the theory that there was a downfall of these rings of aqueous vapor, chiefly in the polar regions, in the form of snow, causing all the glacial periods in geologic times. These are some of the thoughts in this volume. It is called a book of new and startling discoveries, and well worth a careful perusal.

BOOKS RECEIVED.

Mr. T. S. PERRY will contribute to the February *Scribner's* a short paper on "Russian Novels," a subject of unusual interest at the present time.

Emerson's Royal Singer. By L. O. Emerson. Boston: Oliver Ditson & Co. 60 cents.

How? Or Spare Hours Made Profitable for Boys and Girls. By Kennedy Holbrook. New York: Worthington Co.

Uncle Sam's Medal of Honor. Collected and Edited by Theo. F. Rodenbough, Brevet Brigadier-General, U. S. A. New York: Putnam's Sons. \$2.

The Story of the Moors in Spain. By Stanley Lane Poole, B. A. New York: G. P. Putnam's Sons. \$1.50.

A Signal Success. The Work and Travels of Mrs. Martha J. Coston. Philadelphia: J. B. Lippincott Co. \$2.

Talks With Socrates About Life. Translations from the Gorgias and the Republic of Plato. New York: Chas. Scribner's Sons. \$1.

Reminiscences and Opinions. 1813-1885. By Sir Francis H. Doyle. New York: D. Appleton & Co. \$3.

Homespun Yarns. By Mrs. A. D. T. Whitney. Boston: Houghton, Mifflin, & Co. \$1.50.

Democracy and Other Addresses. By James Russell Lowell. Boston: Houghton, Mifflin, & Co. \$1.25.

Some Essays of Elia. By Charles Lamb. Illustrations by C. O. Murray. Engraved by H. Paterson. New York: D. Appleton & Co. \$2.

The Earth's Annular System. By Isaac N. Vail. Cleveland, Ohio: Clark & Zangerle.

Tchitchikoff's Journeys, or Dead Souls. By Nikolai Vasilevitch Gogol. Translated from the Russian by Isabel F. Hapgood. Boston: T. Y. Crowell & Co. 2 Vols. \$2.50 per set.

CATALOGUES AND PAMPHLETS RECEIVED.

Manual of the Public Schools of Indianapolis, Ind. 1886-'87. L. H. Jones, Superintendent of Schools.

Proceedings of the Fifth Annual Convention of the Alabama Educational Association, Aumston, Ala., July 6, 7, 8, and 9, 1886. Hon. Solomon Palmer, President.

Thirty-third Annual Report of the State Superintendent of Public Instruction of New York, 1887. Hon. A. S. Draper, Superintendent.

Report of the Superintendent of Public Instruction of Pennsylvania, 1885-'86. Hon. E. E. Higbee, State Superintendent.

Thirty-second Annual Report of the Board of Controllers and Thirteenth Annual Report of the Superintendent of Schools of Allegheny City, Pa., 1885-'86. John Morrow, Superintendent.

Biennial Report of the Superintendent of the Newark Public Schools, together with the Dedicatory Exercises of the Newark High School, and a complete Catalogue of the Alumni, 1885-'86. J. C. Hartzler, Superintendent.

Twelfth Annual Catalogue of the Southern Illinois Normal University, Carbondale, Ill., 1885-'86. Hon. Thos. S. Ridgway, President.

Proceedings of the Thirty-first Annual Meeting of the New York State Association of School Commissioners and Superintendents, Ithaca, N. Y., Jan. 20, 21, and 22, 1886. Com. E. C. Delano, President.

Fourteenth Annual Report of Public Schools of Grand Rapids, Mich., 1885-'86. J. N. Mitchell, Superintendent.

Regulations and Course of Study of Public Schools, Yates Centre, Kans., 1887. E. L. Cowdrick, Superintendent.

Report of the Superintendent of the Indian Schools, 1886. Hoa. John B. Riley, Superintendent.

Proceedings of Teachers' Institute of Cambria Co., Oct. 11-15, 1886. Lewis Strayer, Superintendent.

Report of the Public Schools of Cleveland, Ohio, 1885-'86. B. A. Hinsdale, Superintendent.

Fourth Biennial Report of Public Schools of Minnesota, 1884-'85, 1885-'86. Hon. D. L. Kiehl, State Superintendent.

LITERARY AND GENERAL ITEMS.

The second number of *Scribner's Magazine* will find a ready welcome from that wide circle of readers attracted to its pages by the high promise of the initial number. Great and surprising as that was, the present one even excels it several points; giving plain evidence of that enterprising spirit for which the *Scribner's* are so well known—not contented with what is merely good, but aiming for the better and better with each succeeding step.

The opening paper by John C. Ropes, on "The Likeness of Julius Caesar," is a keenly interesting study both of portraiture and character; J. S. of Dale begins an absorbing serial, "The Residuary Legatee;" "The Reminiscences of the Siege and Commune of Paris" grow more and more thrilling under Mr. Washburne's pen, and the same may be said of Mr. Bunner's "Story of a New York House." Among the shorter contributions of especial value, are James Russell Soley's suggestions regarding "Our Naval Policy;" a spirited short story, "Half a Curse," by Octave Thanet, and Brander Mathews' delightful sketch of M. Coqueuin, the great French comedian.

These are only a few of the many good things which endow the new magazine with a spirit of what has been termed actuality and an unquestionably high and increasing literary value.

PROF. JAMES HALL, New York state geologist, has received the degree of LL.D. from Harvard university.

The judges of the Philadelphia Common Pleas Courts recently appointed Miss Hannah Hallwell a member of the board of education. She belongs to the Society of Friends and has been actively engaged in promoting educational interests for some time.

Columbia College in this city will celebrate on April 13, 1887, the hundredth anniversary of the confirmation by the legislature of this state of its royal charter granted in 1754.

CHESTER A. ARTHUR, during his sophomore year at Union College, was compelled to teach a village school for the slender remuneration of \$15 a month.

During the past year M. Pasteur has treated 2,400 persons who have been bitten by animals, and out of this number only ten have died.

French soldiers, by a recent decree of General Boulanger, are now required to rest from duty on the Sabbath.

MISS CLARA BARTON has made an appeal in behalf of the fund for rebuilding the "Confederate Home" at Charleston, S. C. The institution is an asylum for needy mothers, widows, and young daughters of Confederate soldiers, and was wrecked by the recent earthquakes.

The number of adhesive postage stamps issued during the last fiscal year was over 1,632,000,000, valued at \$33,000,000, costing to manufacture less than seven cents a thousand, against twenty-seven cents twenty years ago.

The yearly expenditures of New York City are \$48,942,178, and the per capita tax is \$36.65. London, which has more than three times the population, expends yearly \$35,300,000, and its per capita tax is \$7.40.

More than fifty colored men hold clerkships in the departments at Washington at salaries ranging from \$1,000 to \$1,600 per annum.

A ring is on hand for marriages at Castle Garden, New York, that has already been used at 350 marriage ceremonies.

During the month of December in New York City there was reported 2,600 cases of measles and 225 deaths from that disease.

The Emperor of China's new throne at Shanghai is to have its foundation and pedestal made of gold bricks, and the sub-prefect of Soochow has sent to Pekin 3,000 pieces of solid gold bricks, of the ordinary shape of clay bricks, for this purpose.

Scrofula sores, swellings in the neck and all impurities, are cured by Hood's Sarsaparilla.

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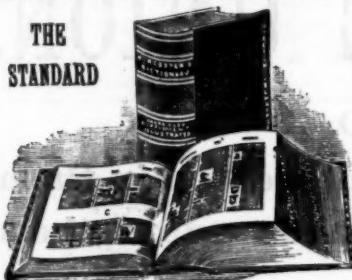
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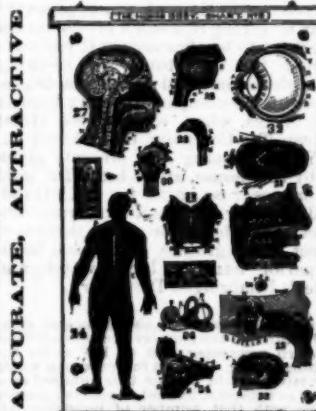
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"For this reason I deem it my duty to give to the world this statement regarding the value of Warner's safe cure. I make this statement on facts I am prepared to produce and substantiate. I appeal to physicians of large practice who know how common and deceptive diseases of the kidneys are, to lay aside professional prejudice, give their patients Warner's safe cure, restore them to perfect health, earn their gratitude, and thus be true physicians."

"I am satisfied that more than one-half of the deaths which occur in England are caused, primarily, by impaired action of the kidneys, and the consequent retention in the blood of the poisonous uric and kidney acid. Warner's safe cure causes the kidneys to expel this poison, checks the escape of albumen, relieves the inflammation and prevents illness from impaired and impoverished blood. Having had more than seventeen years' experience in my profession, I conscientiously and emphatically state that I have been able to give more relief and effect more cures by the use of Warner's safe cure than by all the other medicines ascertainable to the profession, the majority of which, I am sorry to say, are very uncertain in their action."

"Isn't that a straightforward, manly letter?"

"Indeed it is."

"Well, but do you know the author has been dreadfully persecuted for writing it?"

"How so? What has he done to merit it?"

"Done? He has spoken the truth 'out of school' and his fellow physicians, who want the public to think they have a monopoly in curing diseases, are terrible angry with him for admitting professional inability to reach certain disorders."

"That letter created a wonderful sensation among the titled classes and the public. This jarred the doctors terribly. The College of Surgeons and Queen's College, from which institution he was graduated, asked for an explanation of his unprofessional conduct, and notified him that unless he made a retraction they would discipline him."

"The doctor replied that he allowed his patients to make use of Warner's safe cure only after all the regular methods had failed, and when he was satisfied that there was no possible hope for them. Upon their

recovery, after having used Warner's safe cure, he was so much surprised that he wrote the above letter to the *Family Doctor*. He regretted that the faculties found fault with his action in the matter, but he could not conscientiously retract the facts as written to the *Family Doctor*.

"The faculties of both colleges replied that unless he retracted they should cut him off, which would naturally debar him from again practicing his profession, and also prevent his securing another appointment in the Royal Navy!"

"The illustrious doctor's dilemma is certainly an unpleasant one, emphasizing, as it does, both his own honesty, and the contemptible prejudice and bigotry of English medical men. The masses, however, having no sympathy with their nonsense, keep on using the remedy he so highly recommends and get well, while the rich and able depend upon the prejudiced doctors and die!"

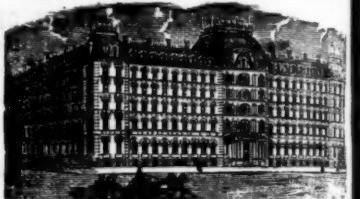
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Mrs. Bogs—"What a terrible fall your father got yesterday, Harold; do you know what the doctor called it?"

Harold (engrossed in arithmetic)—Yes'm; compound fractions."—Philadelphia Record.

A Norristown man who couldn't live within his income, was advised to dispense with a few luxuries. He immediately sold his gun and hunting-dog and bought a share in a yacht. Many a man would have smoked a cheaper cigar and made his wife wear her last year's dress.

He: "Don't you think it's a great waste to spend money on cab fares, when walking is often so much more agreeable?" She: "Oh, yes—when—it—is."

Words and their Uses. She—"I see, Jack, you are again building castles in Spain." He (gazing into his coffee cup)—"Oh, no, my dear! only surveying my grounds in Java."—Life.

"What did the Puritans come to this country for?" asked a Massachusetts teacher of his class. "To worship in their own way, and make other people do the same," was the reply.

Never judge a woman by her complexion. It may be all put on.

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How does Pat get over single-blessedness? He proposes to Bridgit.

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Dick: "Because they're such a consolation to a man."

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